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ABSTRACT

Data from 24 instruments used to evaluate the 1980-81 ESEA Title I Migrant program in the Austin (Texas) Independent School District are presented. A separate section for each instrument includes a description of purpose: procedures and results: and, where appropriate, relevant communications, instructions and statistical data. Summaries describe each instrument, to and by whom it was administered, how often and under what conditions, when and where, the administrator's training, any testing problems, and the availability of reliability, validity and norm data. The instruments used are the: Peabody Picture Vocabulary Test, Boehm Test of Basic Concepts, Metropolitan Readiness Tests, Iowa Tests of Basic Skills, California Achievement Tests (1970 and 1977), Sequential Tests of Educational Progress, Migrant Teacher Interview, Levels of Use Interview, Migrant Teacher Questionnaire, Migrant Nurse Interview (Fall and Spring), Migrant Parental Involvement Specialist and Community Representative Interview, Migrant Coordinator and Migrant Student Record Transfer System (MSRTS) Clerk Interview (Fall and Spring), Early Childhood Coordinator Interview (Fall and Spring), Pre-Kindergarten Longitudinal File, Pre-Kindergarten Observations, Migrant Student Master File, Migrant Student Attendance Form, Parental Advisory Council (PAC) Data, Migrant Clothing Requests Form, Migrant Clothing Purchase Form, Health Services Form, Medical Expenses Form, MSRTS Records, and MSRTS Questionnaire. (NEC)

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OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

Evaluator:
Catherine A. Christner, Ph.D.

Senior Evaluator:
Glynn Ligon, Ph.D.

FINAL TECHNICAL REPORT

ESEA Title I Migrant

June 30, 1981

Data Analyst:
Anna Beeson

Secretary:
Leonila González

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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RC 012889

ACKNOWLEDGEMENT AND DISCLAIMER

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IOWA TESTS OF BASIC SKILLS DATA
INCLUDED IN THIS REPORT ARE THE
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TITLE I MIGRANT

APPENDIX A

PEABODY PICTURE VOCABULARY TEST (PPVT)

80.40 Instrument Description: Peabody Picture Vocabulary Test (PPVT)

- Brief description of the instrument:

The Peabody Picture Vocabulary Test (PPVT) is a standardized vocabulary test which provides an estimate of the subject's verbal ability. It is individually administered, untimed, and the items the subjects take depend on their age and their responses.

To whom was the instrument administered?

The Migrant and Title I pre-kindergarten students, and Title I Happy Talk Program participants.

How many times was the instrument administered?

Twice to each student. Students were randomly assigned Form A or Form B for the pretest, and then the alternate form was given to them for the posttest.

When was the instrument administered?

The pretests were administered between October 15, 1980 and November 4, 1980 and the posttests were administered between April 21, 1981 and May 7, 1981.

Where was the instrument administered?

Each child was tested individually by a tester in the hall, empty room, empty office, or whatever place the school had made available for the testing.

Who administered the instrument?

The Title I Migrant Evaluator, a Title I evaluation assistant, or one of five ex-teachers hired specifically for PPVT testing.

What training did the administrators have?

Each tester was provided instruction in giving the PPVT and practice in its administration with several non-AISD children.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

Lloyd M. Dunn, Ph.D.

What reliability and validity data are available on the instrument?

The PPVT test manual provided extensive information on test development, norms, reliability, validity, etc.

Are there norm data available for interpreting the results?

Yes.

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PEABODY PICTURE VOCABULARY TEST

Purpose

The Peabody Picture Vocabulary Test (PPVT) was administered to migrant and Title I pre-K students and Happy Talk Participants in order to gather information relevant to the following decision and evaluation questions:

Migrant

Decision Question D1: Should the pre-K Instructional Component be continued as it is, modified, or deleted?

Evaluation Question D1-1: Were the achievement objectives met?

Evaluation Question D1-2: How do the pre/posttest gains made by the migrant pre-K students on the PPVT compare with the pre/posttest gains made by the Title I pre-K students?

Information Need I17: How many migrant students were pre- and posttested by grade level?

Title I

Decision Question D4: Should the Title I Early Childhood Education Program be continued as it is, discontinued, or modified? If so how?

Evaluation Question D4-1: Was the objective of the Early Childhood Education Program met?

Happy Talk

Decision Question D5: Should the Happy Talk Program be continued as it is, discontinued, or modified? If so how?

Evaluation Question D5-1: Were the objectives of the Happy Talk Program met?

Evaluation Question D5-2: How did the achievement gains made by the Happy Talk participants compare with those made by Early Childhood Education Program participants?

Procedure

The Peabody Picture Vocabulary Test (PPVT) was administered as a pretest (October 15, 1980-November 7, 1980) and a posttest (April 21, 1981-May 7, 1981) for all Title I and migrant pre-kindergarten students and all Happy Talk participants. All tests were administered in English.

Since the PPVT is an individually-administered test, several ex-teachers were hired to assist with the pre- and posttesting. They were given training in both administration (and scoring) of the PPVT. Practice training sessions were conducted before both the pre- and posttesting. With the cooperation of both the University Day Care Center and Brentwood Day Care Center, the testers got actual practice giving the PPVT to young children. The testing was conducted by the Migrant Evaluator, the Title I Evaluation Assistant, and one of five ex-teachers hired and trained to administer the Peabody.

The PPVT has two forms - A and B. Both forms were used in the testing. Half the children in each class (and in the Happy Talk program) were randomly assigned Form A and half were randomly assigned Form B for the pretesting. The opposite form was given to the child for the posttest. Therefore each child with both a pre- and posttest, has a Form A score and Form B score.

A memo (Attachment A-1) was sent in September to the Title I and Migrant pre-K teachers to advise them of the PPVT pretesting. Early in October the Migrant Evaluator and the Title I Evaluation Assistant scheduled the pre-K teachers for testing (see Attachment A-2). The Title I Evaluator contacted the Happy Talk Coordinator who scheduled the testing of the Happy Talk students. The pre-K students were tested in their schools and the Happy Talk participants were tested in their homes. Although all testing was conducted in English, a Spanish-speaking tester tested the Happy Talk participants to facilitate communication with their parents. Make-up testing was conducted the week after the regular testing with the teachers' and the Happy Coordinator's cooperation.

In mid December the pre-K teachers were sent their students' pretest results (see Attachment A-3) in the form of percentile bands. These bands were calculated based on the pretest scores of the migrant ,Title I, and Happy Talk participants combined. Attachment A-4 is a sample of a class report sent. The Happy Talk Coordinator also received this information for Happy Talk participants.

On April 1 Title I and Migrant pre-kindergarten teachers were sent a memo (see Attachment A-5 for the memo sent to Migrant teachers) to advise them of the posttesting dates. The teachers called and arranged posttesting times. The Happy Talk Coordinator scheduled the Happy Talk testing. As with the pretesting, makeup testing was conducted the week after the regular testing with the teachers' and the Happy Talk Coordinator's cooperation.

The pre-kindergarten teachers received their classes' scores and class gains the last day of school. A memo (Attachment A-6) explained the results. Each teacher was given comparison data for their program. Attachment A-7 is a sample class printout.

The PPVTs were all handscored by ORE staff or the testers. All test scoring was double or triple checked to assure accuracy of the results.

The administration procedures for the PPVT were followed very strictly. Any student for whom a basal was not obtained was considered to have a possibly invalid score and was excluded from the gain analyses. Also any other score that was considered suspect was marked possibly invalid and not used in the analyses. Teachers and the Happy Talk Coordinator were asked to indicate which students were Spanish dominant (or other-than-English dominant) before the children were tested. None of the procedures were changed, but a separate analyses was done on gains to see how the Spanish-dominant children did in comparison to the English-dominant children. See Attachment A-8. Since the Spanish-dominant students did as well (and in some cases better) on the Peabody given in English, their test results were included in the analyses. The gains analyses and the other analyses reported on in this appendix include only those children for whom there are valid pre- and posttest scores. The PPVT scale score was the score used in the analyses.

The PPVT data were keypunched and verified at Southwest Educational Development Lab (SEDL) as per the card file layout in Attachment A-9. The data are stored at AISD on files: EV0PEA81 0101 = pretest data; EV0PEA81 0102 = posttest data; EV0PEA81 0103 = pre/posttest data merged; and EV0PEA81 0104 = pretest and posttest only data (the data file used for the analyses). Control file EV0PBSRT sorts the data by school, teacher, form, and name. EV0PBSRT 0102 sorts by teacher name and scale scores. Control file EV0DISTP was used to run the frequencies of the various PPVT scores. EV0PBCNT was used to count the pre- and posttest scores and averages of students with Spanish-dominant and English-dominant language codes. EV0REGRN0101 was the control file used to run all the linear model analyses. The control data for the Happy Talk analysis are on EV0CON0101.

Results

Except for the achievement of the Title I and migrant objectives, the analyses used to answer the evaluation questions were linear models (these models were analyses of covariance using the slopes and intercepts tests). A prototypic model for comparing gains and controlling for pretest scores is in Attachment A-10. Only students in all three programs that had valid pre- and posttest scores are included in the analyses. Attachment A-11 shows the frequency distribution of PPVT scale scores-pretest, posttest, and gains for migrant students. Attachment A-12 presents the frequency distribution (pre, post, and gains) of PPVT scale scores for Title I students. The frequency distribution of the PPVT scale scores (pre, post, and gains) are listed in Attachment A-13.

Migrant

Evaluation Question D1-1: Were the achievement objectives met?

The migrant objectives set three performance levels (A, B, and C) for gains on the PPVT. Students at the A level made a standard score of 100 or more on the pretest and were expected to make 0-5 points gain on the posttest. Students at the B level (pretest score of 99-86) needed 6-19 standard score points to reach the A level or National median. The C level (85 or lower) on the pretest needed 20 or more points to reach the A level. In Figure A-1 are presented the percent of migrant students scoring at each level on the pre- and posttest and the percents of students who made each level gain. As can be noted from the figure, the students did improve from pre- to post, in that the majority of students were at the C level on the pretest and the majority were at the A and B levels on the post. It is difficult to assess the achievement of these stratified objectives, but it appears that not a high enough percentage of students gained to reach the A level as was expected in the objectives.

Performance Level	Percent of Students Scoring at Each Level-Pretest	Percent of Students Scoring at Each Level-Posttest	Gains Pre- to Posttest	Percent of Students Making Gains at Each Level
Standard score of 100 or more (A)	21%	40%	0-5 standard scores points	37%
Standard score of 99-86 (B)	27%	32%	6-19 standard scores points	33%
Standard score of 85 or less (C)	52%	28%	20 or more standard score points	30%

Figure A-1. MIGRANT STUDENT PRETEST, POSTTEST, AND GAINS MADE ON THE PPVT IN TERMS OF THE MIGRANT APPLICATION OBJECTIVES.

The average gain for the migrant students was 9.63 scale score points.

Evaluation Question D1-2. How do the pre/posttest gains made by the migrant students on the PPVT compare with the pre/posttest gains made by the Title I pre-K students?

In Attachment A-14 are documented the analyses conducted to compare Title I and migrant gains on the PPVT. The two programs did show gains that were significantly different. In Figure A-2 are charted some predicted posttest scores for Title I and migrant students. Generally the differences were greatest when the pretest score was lower, with Title I students scoring considerably higher. The gap between the two groups narrows as the pretest scores increase. This is illustrated in the graph in Figure A-3.

PRETEST SCORE						
Group	N	60	70	80	90	100
Title I	122	83.9	89.1	94.1	99.0	104.9
Migrant	94	74.5	81.6	88.7	96.2	104.4
Difference		9.4	7.5	5.4	2.8	.5

Figure A-2. PREDICTED POSTTEST SCORES AT SELECTED PRETEST VALUES FOR TITLE I AND MIGRANT PRE-K STUDENTS.

In Attachment A-15 are the analyses conducted to compare Title I, migrant, and Happy Talk gains. These analyses found the three groups to be significantly different from each other. These differences can be noted in Figure A-3. The Happy Talk and migrant lines have quite different slopes.

Miscellaneous

Analyses of covariance were also performed to compare the gains made by the 9 pre-K classes (7 Migrant and the two split-funded Title I/Migrant classes). These are documented in Attachment A-16. No significant differences were noted among the classes, indicating overall gains were generally the same over the program regardless of which class students were in.

Title I

Evaluation Question D5-1. Was the objective of the Early Childhood Education Program met?

In Figure A-4 are the stratified expected gains for the Title I pre-K students on the PPVT. The percent of students making each gain are also listed. The assessment of these stratified objectives is very difficult; however, it appears that fewer students made as high gains as were expected and more made lower gains than were expected.

Standard Score Gain	Expected Gains	Actual Gains
21 or more points	42%	25%
11-20 points	20%	22%
6-10 points	14%	14%
1-5 points	16%	7%
0 points or less	8%	32%

Figure A-4. EXPECTED AND ACTUAL GAINS ON THE PPVT FOR MEASUREMENT OF THE TITLE I OBJECTIVES.

The average gain made by the 122 Title I students pre- and posttested was 10.84 scale score points.

Miscellaneous

As was done with Migrant classes, analyses were conducted to compare gains made by the 9 pre-K classes (7 Title I and the two split-funded Title I/ Migrant classes). These analyses are documented in Attachment A-17. Unlike the Migrant classes, significant differences in gains were found among the Title I classes indicating the class did have an impact on the student gains made.

Happy Talk

Evaluation Question D5-1. Were the objectives of the Happy Talk Program met?

1. Happy Talk participants will demonstrate a significantly higher vocabulary achievement level than a control group of nonparticipants, as measured by pre- and post administrations of the PPVT ($p \leq .05$ level of significance).

2. A majority of Happy Talk participants will gain 10 standard score points from pre- to posttesting with the PPVT.

The Happy Talk Program is a home-based instructional program for mothers and children. Each week a community representative visits the participating home with a lesson to demonstrate for the mother. The community representative usually takes a toy or a book to use in doing the lesson. The mother is to watch the lesson and repeat it with the child during the week. The next week the community representative brings another toy or book and another lesson to demonstrate for the mother.

Objective 1. To save time and cost of recruiting a comparison group of nonparticipants, the decision was made to use the previous year's control group for comparison. The traditional slopes and intercepts tests of analysis of covariance (documented in Attachment A-18) revealed no differences between the two groups, i.e., on the average the Happy Talk participants did not show a larger gain than the control group. However the analyses did reveal that the regression slopes for the two groups were curvilinear and unequal. Therefore, while on the average, the groups may not have differed significantly, the predicted posttest score for one group might have been significantly higher than the predicted value of the other group at certain ranges of the pretest. Figure A-4 illustrates that the differences between the groups were greatest at higher pretest scores. It appears that the program was more successful with higher achieving rather than lower achieving students.

		PRETEST SCORE						
Group	N	65	70	75	80	85	90	95
Happy Talk	45	78.4	79.5	81.2	83.3	85.9	89.0	92.6
Control	26	77.9	79.7	81.0	81.9	82.2	82.2	81.7
Difference		.5	-.2	.2	1.4	3.7	6.8	10.9

Figure A-5. PREDICTED POSTTEST SCORES AT SELECTED PRETEST VALUES FOR HAPPY TALK PARTICIPANTS AND CONTROLS.

Objective 2. This objective was not met. On the average, participants gained only about 6.7 scale score points. Forty-two percent made gains of 10 points or higher.

Evaluation Question D5-2. How did the achievement gains made by Happy Talk participants compare with those made by Early Childhood Education Program participants?

The analyses reported in Attachment A-19 revealed that, as a group, Title I pre-K students had higher posttest scores than did Happy Talk children with the same pretest scores. The analyses also indicated that the differences between groups were not the same across all levels of the pretest. In Figure A-6, it can be noted that the difference between the groups is greater at low pretest scores than at higher pretest scores. These differences are also illustrated in Figure A-3. That is, Happy Talk students were closer to the Title I students on the posttest when they had a high pretest score. This finding provides further evidence that the Happy Talk Program was more effective with higher achieving children than with lower achieving ones.

		PRETEST SCORE						
Group	N	65	70	75	80	85	90	95
Title I Pre-K	122	89.2	90.7	92.4	94.2	96.2	98.3	100.6
Happy Talk	45	78.9	81.0	83.3	85.7	88.3	91.0	93.9
Difference		10.3	9.7	9.1	8.5	7.9	7.3	6.7

Figure A-6. PREDICTED POSTTEST SCORES AT SELECTED PRETEST VALUES FOR TITLE I PRE-K AND HAPPY TALK PARTICIPANTS.

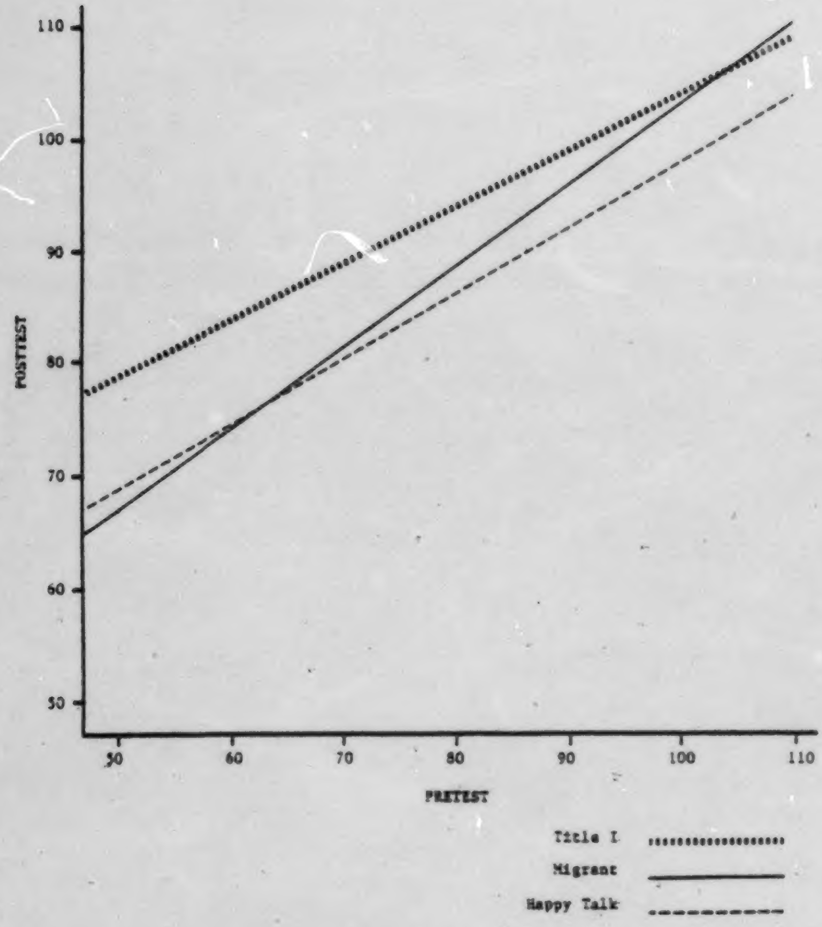


Figure A-3. DIFFERENCES AMONG THE SCALE SCORES FROM PRE- TO POSTTEST ON THE PPVT BY MIGRANT AND TITLE I PRE-KINDERGARTEN STUDENTS AND HAPPY TALK PARTICIPANTS.

Attachment A-1

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

September 30, 1980

TO: Title I and Title I Migrant Pre-K Teachers

FROM: DD David Doss, Title I Evaluator
CC Catherine Christner, Title I Migrant Evaluator

SUBJECT: Pre-K Achievement Pretest

We will be contacting each of you in the near future to set up a specific date and time between October 15 and October 31 to administer the Peabody Picture Vocabulary Test (PPVT). The PPVT is being used this year as the achievement test to measure pre-K achievement gains.

The PPVT is an individually administered test. You will not be required to administer this test as we will have trained testers to do this. There will be no practice test needed. We plan to try to test all the students in one class during a morning period. The actual administration time for each child should be only 15 to 20 minutes.

Thank you for your cooperation.

Approved: Freda Holley by FL
Director, Office of Research and Evaluation

Approved: Roberta Hartung
Acting Director, Elementary Education

CC:rrf

cc: Lee Laws
Oscar Cantú
José Mata
Timy Baranoff
Principals with Pre-K Teachers

Attachment A-2

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 14, 1980

TO: Migrant Pre-K Teachers

Catherine Christner

FROM: Catherine Christner, Migrant Evaluator

SUBJECT: Confirmation of Peabody Picture Vocabulary Test

This is to remind you that your class is scheduled to take the Peabody Picture Vocabulary Test on ______________________.

The testers will be two of the following: Nancy Manning, Eva Costilla, or Catherine Christner. The testers will arrive during the breakfast period to set up and begin testing whenever breakfast is finished. Each child will be tested individually and should be out of class for only 15 to 20 minutes. The testing should be completed before the lunch period begins.

We really appreciate your cooperation.

CC:rrf

Approved: Freda M Holley
Director, Office of Research and Evaluation

Approved: Roberta Hartung
Acting Director, Elementary Education

cc: Lee Laws - Oscar Cantú - José Mata
Principals of Schools with Migrant Pre-K Teachers

Allison - October 30, 1980
Brooke - October 29, 1980
Dawson - October 22, 1980
Metz - October 23, 1980
Ortega - October 21, 1980
Ridgetop - October 28, 1980
Sanchez - October 15, 1980
St. Elmo - October 16, 1980

80.40 Attachment A-3

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

December 17, 1980

TO: Title I and Title I Migrant Pre-K Teachers

FROM: David Doss D.D. and Catherine Christner CC

SUBJECT: Peabody Pretest Score Results

Enclosed are the results for your class from the Peabody Picture Vocabulary Testing done earlier this fall. In order to make these scores more meaningful to you, we have translated the results into percentile bands. Any test score is only an estimate of a student's achievement level. The percentile bands describe a range of scores within which the student's "true" score is likely to fall. These percentile bands are provided for your information, and not suggested for use in instructional placement.

Please feel free to call us if you have any questions. The posttesting will be in April. You will be sent more information about this at a later date.

Approved: ______________________
Director, Office of Research and Evaluation

Approved: Roberta Hartung
Acting Director, Elementary Education

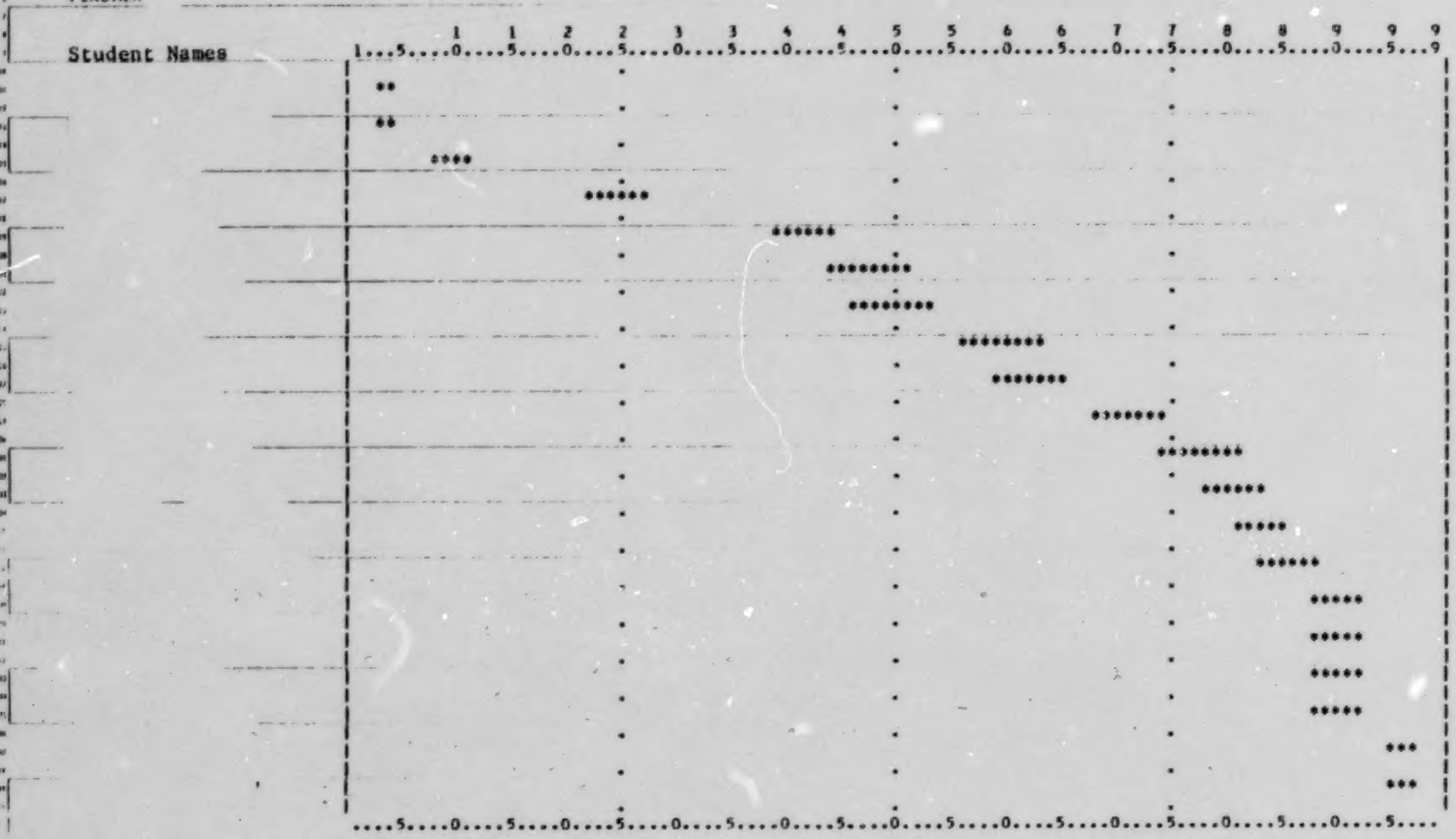
CC:rrf
Enclosures

cc: Lee Laws
Oscar Cantú
José Mata
Principals of Schools with Pre-K Teachers

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

PERCENTILE BANDS OF PEABODY RAW SCORES MIGRANT 12/19/80

TEACHER ( )



Attachment A-4

80.40 Attachment A-5

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 1, 1981

TO: Title I Migrant Pre-K Teachers

FROM: Catherine Christner CC

SUBJECT: Peabody Picture Vocabulary Test Posttest

The posttesting of the prekindergarten students with the Peabody will be April 21 through April 24 and April 28 through May 1. As in the fall, trained testers will administer the test to each student individually. We will try to test all the students in one class during a morning period. The actual time per child will be only 15 to 20 minutes.

Please call me to arrange a convenient time for us to come out and conduct the testing. We can schedule only one school per morning.

Thank you for your cooperation.

Approved: ____________________
Director, Office of Research and Evaluation

Approved: Roberta Hartung
Acting Director, Elementary Education

CC:rrf

cc: Lee Laws
Oscar Cantú
José Mata
Timy Baranoff
Principals with Migrant Pre-K Teachers

80.40 Attachment A-6

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 27, 1981

TO: Title I and Migrant Pre-K Teachers

FROM: Catherine Christner and David Doss

SUBJECT: Peabody Posttest Scores

Enclosed are the results from the posttesting of your students. For each student posttested, you will find a posttest scale score. If the student was also pretested, he/she will have a pretest score listed and the gain made from pre- to posttest. Students for whom you had indicated a dominant language other than English, will have an asterisk by their name. If we felt a student's score might not be valid, "possibly invalid" is listed for that child.

For each class and each program we have computed an average pretest score, an average posttest score, and an average gain. These data for your class and your program are included for your information.

CC:lg
Enclosures

APPROVED: Freda M Holley
Director, Office of Research and Evaluation

APPROVED: Roberta Hartung
Director, Elementary Education

cc: Timy Baranoff
Lee Laws
Oscar Cantú
José Mata

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PEABODY SCALE SCORE RESULTS      -    TITLE I AND MIGRANT  - Teacher          06/04/81
                                                             Name
Student                                SCALE SCORES          POSSIBLY
NAME                                 PRE   POST  GAIN   LANG   INVALID

                                            99
                                      78   110    32
                                      79    92    13
                                      96    91     5
                                      80    77     3
                                      91   114    23
                                      82   100    18
                                      36    93    57
                                            67
                                      98   116    18
                                      86    94     8
                                     116   112     4
                                      75    85    10
                                      84   111    27
                                      83   112    29
                                     101   114    13
                                      94   104    10
                                      75   100    25
                                      90   117    27


CLASS TOTALS                        1444  1908   322
STUDENTS PRETESTED   17       STUDENTS POSTTESTED   19      STUDENTS WITH VALID GAIN   17
CLASS AVERAGES                      84.94 100.42  18.94


TITLE I PROGRAM TOTALS             10856 13379  1348
STUDENTS PRETESTED  126       STUDENTS POSTTESTED  138      STUDENTS WITH VALID GAIN  122
TITLE I PROGRAM AVERAGES            86.16  96.95  11.05


MIGRANT PROGRAM TOTALS              8628 10691   914
STUDENTS PRETESTED  110       STUDENTS POSTTESTED  125      STUDENTS WITH VALID GAIN   94
MIGRANT PROGRAM AVERAGES            78.44  85.53   5.72
```

COMPARISONS OF PEABODY SCALE SCORE GAINS BY SPANISH AND ENGLISH LANGUAGE DOMINANCE OF PRE-K STUDENTS

	Title I	Mean	N
Gain	Spanish Dominant	11.33	3
	English Dominant	10.77	123
Gain	Spanish Dominant	10.50	18
	English Dominant	9.27	91

Page 1 of 2

FILE ID A /P /N

CARD FILE LAYOUT

LOCATION:

___AISD___

___UT PF____,____,________
acct. pass. file name

PROGRAM: Title I Migrant

YEAR: 1980-81

CONTENTS: Title I Pre-K, Migrant Pre-K, and Happy Talk Peabody Testing Program

80.40

Field	Columns	Description
A	1-3	File ID=APN
	5-25	Name (last name first)
	26-26	Sex (1=female; 2=male)
	27-29	School
	30-31	Teacher (see attached list)
	32-32	Tester (1=BB; 2=MM; 3=CC; 4=NL; 5=EC; 6=NM, 7=FO; 8=CB)
	33-34	Age (in months)
	35-35	Form (1=A; 2=B)
	36-36	Program (1=Title I Pre-K; 2=Migrant Pre-K; 3=Happy Talk)
	37-37	Language dominant (1=English; 2=Spanish; 3 = Other)
	38-38	Basal (1=yes; 2=no)
	39-39	Time of year (1=pretest; 2=posttest)
	40-41	Raw score
	42-44	Scale score

Attachment A-9
(Page 1 of 3)

Page 2 of 2

FILE ID A /P / N

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

___AISD___

YEAR: 1980-81

___UT PF_____,_____,___________
acct. pass. file name

80.40

CONTENTS: Title I Pre-K, Migrant Pre-K, and Happy Talk Peabody Testing Program

Field	Columns	Description
	45-46	Percentile score
	47-47	Possibly invalid (1=yes)
	48-48	Race/ethnicity (1 = American Indian, 2 = Black, 3 = Asian, 4 = Hispanic,
		5 = Anglo)

A-21

Attachment A-9
(continued, page 2 of 3)

PRE-K SCHOOL LIST

01 = Brown 1 (Ferguson)
02 = Brown 2 (Martin)
03 = Maplewood
04 = Norman
05 = Ortega
06 = Rosewood
07 = Sims

TITLE I

08 = Ridgetop
09 = Rosewood

50% TITLE I/50% MIGRANT

10 = Allison
11 = Brooke
12 = Dawson
13 = Metz
14 = Ortega
15 = St. Elmo
16 = Sanchez
17 = Happy Talk

MIGRANT

Attachment A-10

PROTOTYPIC MODELS FOR COMPARING GROUP GAINS

Model 1: $Y = a_0U + a_1X^{(3)} + a_3X^{(4)} + a_4X^{(6)} + a_5X^{(7)} + a_6X^{(8)} + E$

Model 2: $Y = a_7U + a_8X^{(3)} + a_9X^{(4)} + a_{10}X^{(5)} + a_{11}X^{(8)} + E$

Model 3: $Y = a_{12}U + a_{13}X^{(3)} + a_{14}X^{(4)} + a_{15}X^{(8)} + E$

Model 4: $Y = a_{16}U + a_{17}X^{(2)} + a_{18}X^{(8)} + E$

Model 5: $Y = a_{19}U + a_{20}X^{(2)} + E$

Where,

Y = posttest

U = unit vector

$X^{(2)}$ = pretest

$X^{(3)}$ = pretest if a member of Group 1; 0, otherwise

$X^{(4)}$ = pretest if a member of Group 2; 0 otherwise

$X^{(5)}$ = $X^{(2)}$ squared

$X^{(6)}$ = $X^{(3)}$ squared

$X^{(7)}$ = $X^{(4)}$ squared

$X^{(8)}$ = 1 if a member of Group 1; 0, otherwise

E = ERROR

```
DISTAT - ANALYSIS #8  -  PEABODY TESTING PROGRAM  --  MIGRANT

FREQUENCY DISTRIBUTION FOR VARIABLE # 1 (PRETEST SCALE        )

                      RELATIVE  ADJUSTED  CUMULATIVE
           ABSOLUTE     FREQ      FREQ       FREQ
   CODE      FREQ      (PCT.)    (PCT.)     (PCT.)

    38.       1.        1.1       1.1        1.1

    43.       1.        1.1       1.1        2.1

    47.       1.        1.1       1.1        3.2

    49.       1.        1.1       1.1        4.3

    53.       2.        2.1       2.1        6.4

    54.       1.        1.1       1.1        7.4

    55.       1.        1.1       1.1        8.5

    56.       1.        1.1       1.1        9.6

    57.       1.        1.1       1.1       10.6

    58.       1.        1.1       1.1       11.7

    59.       2.        2.1       2.1       13.8

    60.       1.        1.1       1.1       14.9

    61.       1.        1.1       1.1       16.0

    62.       1.        1.1       1.1       17.0

    64.       2.        2.1       2.1       19.1

    65.       2.        2.1       2.1       21.3

    66.       2.        2.1       2.1       23.4

    68.       2.        2.1       2.1       25.5

    69.       3.        3.2       3.2       28.7

    72.       1.        1.1       1.1       29.8

    73.       2.        2.1       2.1       31.9

    75.       1.        1.1       1.1       33.0

    76.       1.        1.1       1.1       34.0

    78.       1.        1.1       1.1       35.1

    79.       1.        1.1       1.1       36.2

    80.       2.        2.1       2.1       38.3

    81.       1.        1.1       1.1       39.4

    82.       3.        3.2       3.2       42.6

    84.       3.        3.2       3.2       45.7

    85.       1.        1.1       1.1       46.8
```

```
        86.        1.       1.1       1.1      47.9
        87.        1.       1.1       1.1      48.9
        88.        1.       1.1       1.1      50.0
        89.        2.       2.1       2.1      52.1
        90.        3.       3.2       3.2      55.3
        91.        1.       1.1       1.1      56.4
        92.        3.       3.2       3.2      59.6
        93.        4.       4.3       4.3      63.8
        94.        4.       4.3       4.3      68.1
        95.        1.       1.1       1.1      69.1
        96.        2.       2.1       2.1      71.3
        97.        2.       2.1       2.1      73.4
        99.        1.       1.1       1.1      74.5
       100.        4.       4.3       4.3      78.7
       101.        2.       2.1       2.1      80.9
       102.        1.       1.1       1.1      81.9
       103.        1.       1.1       1.1      83.0
       104.        1.       1.1       1.1      84.0
       105.        3.       3.2       3.2      87.2
       106.        1.       1.1       1.1      88.3
       108.        1.       1.1       1.1      89.4
       109.        1.       1.1       1.1      90.4
       111.        3.       3.2       3.2      93.6
       112.        2.       2.1       2.1      95.7
       114.        2.       2.1       2.1      97.9
       116.        1.       1.1       1.1      98.9
       127.        1.       1.1       1.1     100.0
      TOTAL       94.     100.0     100.0

VALID CASES=   94
MISSING CASES=    0

MEAN=   84.3404             VARIANCE=   379.7968
STD. DEV=   19.4884         STD. ERR=     2.0101
MAXIMUM=  127.0000          MINIMUM=    38.0000
RANGE=   90.0000
```

```
DISTAT - ANALYSIS #8  -  PEABODY TESTING PROGRAM  --  MIGRANT

FREQUENCY DISTRIBUTION FOR VARIABLE # 2 (POSTTEST SCALE        )

                        RELATIVE  ADJUSTED  CUMULATIVE
             ABSOLUTE     FREQ      FREQ       FREQ
   CODE        FREQ      (PCT.)    (PCT.)     (PCT.)

    22.         1.         1.1       1.1        1.1

    40.         1.         1.1       1.1        2.1

    47.         1.         1.1       1.1        3.2

    56.         1.         1.1       1.1        4.3

    57.         2.         2.1       2.1        6.4

    65.         1.         1.1       1.1        7.4

    68.         1.         1.1       1.1        8.5

    69.         2.         2.1       2.1       10.6

    70.         1.         1.1       1.1       11.7

    72.         1.         1.1       1.1       12.8

    75.         1.         1.1       1.1       13.8

    76.         1.         1.1       1.1       14.9

    78.         3.         3.2       3.2       18.1

    79.         1.         1.1       1.1       19.1

    81.         1.         1.1       1.1       20.2

    82.         2.         2.1       2.1       22.3

    83.         2.         2.1       2.1       24.5

    85.         1.         1.1       1.1       25.5

    86.         1.         1.1       1.1       26.6

    87.         2.         2.1       2.1       28.7

    89.         4.         4.3       4.3       33.0

    90.         6.         6.4       6.4       39.4

    91.         4.         4.3       4.3       43.6

    93.         4.         4.3       4.3       47.9

    95.         2.         2.1       2.1       50.0

    96.         2.         2.1       2.1       52.1

    97.         1.         1.1       1.1       53.2

    98.         4.         4.3       4.3       57.4

    99.         1.         1.1       1.1       58.5

   100.         1.         1.1       1.1       59.6
```

```
      101.        1.        1.1        1.1        60.6

      102.        1.        1.1        1.1        61.7

      104.        2.        2.1        2.1        63.8

      105.        2.        2.1        2.1        66.0

      106.        3.        3.2        3.2        69.1

      107.        1.        1.1        1.1        70.2

      108.        3.        3.2        3.2        73.4

      109.        2.        2.1        2.1        75.5

      110.        5.        5.3        5.3        80.9

      111.        2.        2.1        2.1        83.0

      112.        4.        4.3        4.3        87.2

      114.        3.        3.2        3.2        90.4

      115.        1.        1.1        1.1        91.5

      116.        2.        2.1        2.1        93.6

      117.        2.        2.1        2.1        95.7

      118.        1.        1.1        1.1        96.8

      119.        1.        1.1        1.1        97.9

      120.        1.        1.1        1.1        98.9

      132.        1.        1.1        1.1       100.0

     TOTAL       94.      100.0      100.0

   VALID CASES=   94
   MISSING CASES=    0

   MEAN=    93.9787            VARIANCE=  361.8705
   STD. DEV=    19.0229        STD. ERR=    1.9621
   MAXIMUM=  132.0000          MINIMUM=   22.0000
   RANGE=  111.0000
```

```
DISTAT - ANALYSIS #8  -  PEABODY TESTING PROGRAM  --  MIGRANT

FREQUENCY DISTRIBUTION FOR VARIABLE # 3 (SCALE GAIN          )

                           RELATIVE   ADJUSTED   CUMULATIVE
                ABSOLUTE     FREQ       FREQ        FREQ
    CODE          FREQ      (PCT.)     (PCT.)      (PCT.)

    -44.           1.        1.1        1.1         1.1

    -40.           1.        1.1        1.1         2.1

    -26.           1.        1.1        1.1         3.2

    -23.           1.        1.1        1.1         4.3

    -20.           1.        1.1        1.1         5.3

    -12.           1.        1.1        1.1         6.4

    -11.           3.        3.2        3.2         9.6

     -7.           2.        2.1        2.1        11.7

     -6.           1.        1.1        1.1        12.8

     -5.           1.        1.1        1.1        13.8

     -4.           1.        1.1        1.1        14.9

     -3.           1.        1.1        1.1        16.0

     -2.           1.        1.1        1.1        17.0

     -1.           2.        2.1        2.1        19.1

      0.           2.        2.1        2.1        21.3

      1.           2.        2.1        2,1        23.4

      2.           5.        5.3        5.3        28.7

      3.           3.        3.2        3.2        31.9

      4.           2.        2.1        2.1        34.0

      5.           3.        3.2        3.2        37.2

      6.           5.        5.3        5.3        42.6

      8.           3.        3.2        3.2        45.7

      9.           3.        3.2        3.2        48.9

     10.           3.        3.2        3.2        52.1

     12.           7.        7.4        7.4        59.6

     13.           3.        3.2        3.2        62.8

     14.           3.        3.2        3.2        66.0

     15.           2.        2.1        2.1        69.1

     16.           3.        3.2        3.2        71.3
```

```
        17.          1.          1.1          1.1          72.3

        18.          1.          1.1          1.1          73.4

        19.          2.          2.1          2.1          75.5

        20.          1.          1.1          1.1          76.6

        21.          2.          2.1          2.1          78.7

        22.          2.          2.1          2.1          80.9

        23.          2.          2.1          2.1          83.0

        26.          3.          3.2          3.2          86.2

        27.          4.          4.3          4.3          90.4

        29.          1.          1.1          1.1          91.5

        31.          2.          2.1          2.1          93.6

        33.          2.          2.1          2.1          95.7

        38.          1.          1.1          1.1          96.8

        40.          1.          1.1          1.1          97.9

        45.          1.          1.1          1.1          98.9

        51.          1.          1.1          1.1         100.0

      TOTAL         94.        100.0        100.0

    VALID CASES=    94
    MISSING CASES=    0

    MEAN=       9.6383          VARIANCE=   254.7925
    STD. DEV=    15.9622        STD. ERR=     1.6464
    MAXIMUM=    51.0000         MINIMUM=   -44.0000
    RANGE=    96.0000
```

```
DISTAT - ANALYSIS #7  -  PEABODY TESTING PROGRAM  --  TITLE I

FREQUENCY DISTRIBUTION FOR VARIABLE # 1 (PRETEST SCALE        )

                          RELATIVE   ADJUSTED   CUMULATIVE
              ABSOLUTE      FREQ       FREQ        FREQ
   CODE         FREQ       (PCT.)     (PCT.)      (PCT.)

    26.          1.          0.8        0.8         0.8

    36.          1.          0.8        0.8         1.6

    37.          1.          0.8        0.8         2.5

    43.          1.          0.8        0.8         3.3

    53.          2.          1.6        1.6         4.9

    54.          1.          0.8        0.8         5.7

    57.          1.          0.8        0.8         6.6

    61.          4.          3.3        3.3         9.8

    62.          1.          0.8        0.8        10.7

    65.          2.          1.6        1.6        12.3

    66.          2.          1.6        1.6        13.9

    68.          1.          0.8        0.8        14.8

    71.          3.          2.5        2.5        17.2

    72.          1.          0.8        0.8        18.0

    73.          3.          2.5        2.5        20.5

    74.          1.          0.8        0.8        21.3

    75.          3.          2.5        2.5        23.8

    76.          1.          0.8        0.8        24.6

    78.          5.          4.1        4.1        28.7

    79.          2.          1.6        1.6        30.3

    80.          3.          2.5        2.5        32.8

    81.          4.          3.3        3.3        36.1

    82.          3.          2.5        2.5        38.5
```

80.40

Attachment A-12
(continued, page 2 of 9)

83.	1.	0.8	0.8	39.3
84.	5.	4.1	4.1	43.4
85.	2.	1.6	1.6	45.1
86.	2.	1.6	1.6	46.7
87.	2.	1.6	1.6	48.4
89.	3.	2.5	2.5	50.8
90.	4.	3.3	3.3	54.1
91.	3.	2.5	2.5	56.6
92.	5.	4.1	4.1	60.7
93.	4.	3.3	3.3	63.9
94.	5.	4.1	4.1	68.0
95.	1.	0.8	0.8	68.9
96.	2.	1.6	1.6	70.5
98.	3.	2.5	2.5	73.0
99.	1.	0.8	0.8	73.8
100.	2.	1.6	1.6	75.4
101.	8.	6.6	6.6	82.0
102.	1.	0.8	0.8	82.8
103.	2.	1.6	1.6	84.4
104.	1.	0.8	0.8	85.2
105.	2.	1.6	1.6	86.9
107.	3.	2.5	2.5	89.3
108.	2.	1.6	1.6	91.0
109.	1.	0.8	0.8	91.8
112.	1.	0.8	0.8	92.6
114.	1.	0.8	0.8	93.4
116.	2.	1.6	1.6	95.1
120.	1.	0.8	0.8	95.9
123.	1.	0.8	0.8	96.7

```
   125.        1.        0.8        0.8        97.5

   127.        1.        0.8        0.8        98.4

   139.        1.        0.8        0.8        99.2

   144.        1.        0.8        0.8       100.0

  TOTAL      122.      100.0      100.0

VALID CASES=  122
MISSING CASES=     0

MEAN=    87.2541          VARIANCE=  378.2737
STD. DEV=    19.4493      STD. ERR=     1.7609
MAXIMUM=  144.0000        MINIMUM=   26.0000
RANGE=  119.0000
```

DISTAT - ANALYSIS #7 - PEABODY TESTING PROGRAM -- TITLE I

FREQUENCY DISTRIBUTION FOR VARIABLE # 2 (POSTTEST SCALE)

CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT.)	ADJUSTED FREQ (PCT.)	CUMULATIVE FREQ (PCT.)
53.	1.	0.8	0.8	0.8
58.	1.	0.8	0.8	1.6
65.	1.	0.8	0.8	2.5
67.	1.	0.8	0.8	3.3
68.	1.	0.8	0.8	4.1
71.	2.	1.6	1.6	5.7
73.	1.	0.8	0.8	6.6
74.	1.	0.8	0.8	7.4
75.	1.	0.8	0.8	8.2
76.	1.	0.8	0.8	9.0
77.	1.	0.8	0.8	9.8
78.	2.	1.6	1.6	11.5
79.	2.	1.6	1.6	13.1
80.	3.	2.5	2.5	15.6
81.	3.	2.5	2.5	18.0
83.	1.	0.8	0.8	18.9
84.	1.	0.8	0.8	19.7
85.	3.	2.5	2.5	22.1
87.	2.	1.6	1.6	23.8
88.	2.	1.6	1.6	25.4
90.	8.	6.6	6.6	32.0
91.	2.	1.6	1.6	33.6

92.	3.	2.5	2.5	36.1
93.	4.	3.3	3.3	39.3
94.	1.	0.8	0.8	40.2
95.	4.	3.3	3.3	43.4
96.	1.	0.8	0.8	44.3
97.	1.	0.8	0.8	45.1
98.	1.	0.8	0.8	45.9
99.	3.	2.5	2.5	48.4
100.	5.	4.1	4.1	52.5
101.	5.	4.1	4.1	56.6
102.	1.	0.8	0.8	57.4
103.	3.	2.5	2.5	59.8
104.	5.	4.1	4.1	63.9
105.	1.	0.8	0.8	64.8
106.	3.	2.5	2.5	67.2
107.	4.	3.3	3.3	70.5
108.	3.	2.5	2.5	73.0
109.	3.	2.5	2.5	75.4
110.	3.	2.5	2.5	77.9
111.	4.	3.3	3.3	81.1
112.	4.	3.3	3.3	84.4
114.	2.	1.6	1.6	86.1
115.	1.	0.8	0.8	86.9
116.	3.	2.5	2.5	89.3

```
   117.        2.        1.6        1.6        91.0

   118.        1.        0.8        0.8        91.8

   120.        2.        1.6        1.6        93.4

   121.        1.        0.8        0.8        94.3

   123.        1.        0.8        0.8        95.1

   125.        4.        3.3        3.3        98.4

   127.        1.        0.8        0.8        99.2

   144.        1.        0.8        0.8       100.0

  TOTAL      122.      100.0      100.0

VALID CASES=  122
MISSING CASES=    0

MEAN=    98.0902            VARIANCE=  253.2397
STD. DEV=    15.9135        STD. ERR=    1.4407
MAXIMUM=  144.0000          MINIMUM=   53.0000
RANGE=   92.0000
```

```
DISTAT - ANALYSIS #7  -  PEABODY TESTING PROGRAM  --  TITLE I

FREQUENCY DISTRIBUTION FOR VARIABLE # 3 (SCALE GAIN          )

                        RELATIVE  ADJUSTED  CUMULATIVE
             ABSOLUTE     FREQ      FREQ       FREQ
     CODE      FREQ      (PCT.)    (PCT.)     (PCT.)

     -35.       1.        0.8       0.8        0.8

     -31.       1.        0.8       0.8        1.6

     -22.       1.        0.8       0.8        2.5

     -16.       2.        1.6       1.6        4.1

     -15.       1.        0.8       0.8        4.9

     -13.       2.        1.6       1.6        6.6

     -12.       4.        3.3       3.3        9.8

     -11.       1.        0.8       0.8       10.7

     -10.       1.        0.8       0.8       11.5

      -9.       1.        0.8       0.8       12.3

      -8.       1.        0.8       0.8       13.1

      -5.       5.        4.1       4.1       17.2

      -4.       4.        3.3       3.3       20.5

      -3.       2.        1.6       1.6       22.1

      -2.       3.        2.5       2.5       24.6

      -1.       7.        5.7       5.7       30.3

       0.       2.        1.6       1.6       32.0

       1.       3.        2.5       2.5       34.4

       2.       2.        1.6       1.6       36.1

       3.       2.        1.6       1.6       37.7

       4.       1.        0.8       0.8       38.5

       5.       4.        3.3       3.3       41.8
```

6.	3.	2.5	2.5	44.3
7.	1.	0.8	0.8	45.1
8.	2.	1.6	1.6	46.7
9.	2.	1.6	1.6	48.4
10.	3.	2.5	2.5	50.8
11.	1.	0.8	0.8	51.6
12.	2.	1.6	1.6	53.3
13.	4.	3.3	3.3	56.6
14.	5.	4.1	4.1	60.7
15.	2.	1.6	1.6	62.3
16.	3.	2.5	2.5	64.8
17.	5.	4.1	4.1	68.9
18.	4.	3.3	3.3	72.1
19.	1.	0.8	0.8	73.0
20.	1.	0.8	0.8	73.8
22.	2.	1.6	1.6	75.4
23.	2.	1.6	1.6	77.0
24.	2.	1.6	1.6	78.7
25.	5.	4.1	4.1	82.8
27.	4.	3.3	3.3	86.1
28.	1.	0.8	0.8	86.9
29.	2.	1.6	1.6	88.5

```
     32.        3.        2.5        2.5        91.0

     34.        2.        1.6        1.6        92.6

     36.        1.        0.8        0.8        93.4

     37.        1.        0.8        0.8        94.3

     46.        1.        0.8        0.8        95.1

     47.        2.        1.6        1.6        96.7

     51.        1.        0.8        0.8        97.5

     55.        1.        0.8        0.8        98.4

     57.        1.        0.8        0.8        99.2

     75.        1.        0.8        0.8       100.0

   TOTAL      122.      100.0      100.0

VALID CASES=  122
MISSING CASES=    0

MEAN=    10.8361          VARIANCE=  322.5845
STD. DEV=    17.9606      STD. ERR=     1.6261
MAXIMUM=   75.0000        MINIMUM=  -35.0000
RANGE=  111.0000
```

80.40

Attachment A-13
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```
DISTAT - ANALYSIS #9  -  PEABODY TESTING PROGRAM  --  HAPPY TALK

FREQUENCY DISTRIBUTION FOR VARIABLE # 1 (PRETEST SCALE        )

                           RELATIVE  ADJUSTED  CUMULATIVE
                ABSOLUTE     FREQ      FREQ       FREQ
      CODE        FREQ      (PCT.)    (PCT.)     (PCT.)

       34.         1.         2.2       2.2        2.2

       43.         1.         2.2       2.2        4.4

       56.         3.         6.7       6.7       11.1

       57.         1.         2.2       2.2       13.3

       61.         1.         2.2       2.2       15.6

       63.         2.         4.4       4.4       20.0

       65.         2.         4.4       4.4       24.4

       67.         1.         2.2       2.2       26.7

       68.         3.         6.7       6.7       33.3

       69.         1.         2.2       2.2       35.6

       71.         2.         4.4       4.4       40.0

       75.         2.         4.4       4.4       44.4

       76.         2.         4.4       4.4       48.9

       77.         1.         2.2       2.2       51.1

       79.         2.         4.4       4.4       55.6

       84.         1.         2.2       2.2       57.8

       89.         2.         4.4       4.4       62.2

       90.         4.         8.9       8.9       71.1

       92.         1.         2.2       2.2       73.3

       94.         1.         2.2       2.2       75.6

       95.         1.         2.2       2.2       77.8

       96.         1.         2.2       2.2       80.0

       97.         1.         2.2       2.2       82.2

       99.         1.         2.2       2.2       84.4

      100.         2.         4.4       4,4       88.9

      112.         1.         2.2       2.2       91.1

      114.         2.         4.4       4.4       95.6

      116.         1.         2.2       2.2       97.8

      117.         1.         2.2       2.2      100.0

     TOTAL        45.       100.0     100.0

VALID CASES=   45
MISSING CASES=    0

MEAN=   80.1111           VARIANCE=  384.5556
STD. DEV=   19.6101       STD. ERR=     2.9233
MAXIMUM=  117.0000        MINIMUM=   34.0000
RANGE=   84.0000
```

Attachment A-13
(continued, page 2 of 3)

```
DISTAT - ANALYSIS #9  -  PEABODY TESTING PROGRAM  --  HAPPY TALK

FREQUENCY DISTRIBUTION FOR VARIABLE # 2 (POSTTEST SCALE      )

                         RELATIVE   ADJUSTED   CUMULATIVE
               ABSOLUTE    FREQ       FREQ        FREQ
     CODE        FREQ     (PCT.)     (PCT.)      (PCT.)

      56.         1.        2.2        2.2         2.2
      57.         1.        2.2        2.2         4.4
      59.         1.        2.2        2.2         6.7
      67.         2.        4.4        4.4        11.1
      69.         2.        4.4        4.4        15.6
      71.         1.        2.2        2.2        17.8
      73.         1.        2.2        2.2        20.0
      75.         1.        2.2        2.2        22.2
      76.         2.        4.4        4.4        26.7
      78.         4.        8.9        8.9        35.6
      82.         2.        4.4        4.4        40.0
      83.         1.        2.2        2.2        42.2
      84.         1.        2.2        2.2        44.4
      85.         4.        8.9        8.9        53.3
      87.         1.        2.2        2.2        55.6
      89.         1.        2.2        2.2        57.8
      91.         3.        6.7        6.7        64.4
      95.         1.        2.2        2.2        66.7
      96.         1.        2.2        2.2        68.9
      97.         2.        4.4        4.4        73.3
      99.         2.        4.4        4.4        77.8
     100.         1.        2.2        2.2        80.0
     101.         1.        2.2        2.2        82.2
     103.         1.        2.2        2.2        84.4
     106.         2.        4.4        4.4        88.9
     109.         1.        2.2        2.2        91.1
     111.         2.        4.4        4.4        95.6
     114.         1.        2.2        2.2        97.8
     116.         1.        2.2        2.2       100.0

    TOTAL        45.      100.0      100.0

   VALID CASES=   45
   MISSING CASES=    0

   MEAN=    86.8222          VARIANCE=  240.4222
   STD. DEV=   15.5056       STD. ERR=    2.3114
   MAXIMUM=  116.0000        MINIMUM=   56.0000
   RANGE=   61.0000
```

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```
DISTAT - ANALYSIS #9 - PEABODY TESTING PROGRAM -- HAPPY TALK

FREQUENCY DISTRIBUTION FOR VARIABLE # 3 (SCALE GAIN          )

                         RELATIVE   ADJUSTED   CUMULATIVE
              ABSOLUTE     FREQ       FREQ        FREQ
     CODE       FREQ      (PCT.)     (PCT.)      (PCT.)

     -24.        1.         2.2        2.4         2.4

     -20.        1.         2.2        2.4         4.9

     -15.        1.         2.2        2.4         7.3

     -14.        2.         4.4        4.9        12.2

     -12.        1.         2.2        2.4        14.6

      -9.        1.         2.2        2.4        17.1

      -8.        1.         2.2        2.4        19.5

      -7.        1.         2.2        2.4        22.0

      -6.        2.         4.4        4.9        26.8

      -1.        2.         4.4        4.9        31.7

       2.        2.         4.4        4.9        36.6

       3.        1.         2.2        2.4        39.0

       5.        1.         2.2        2.4        41.5

       6.        3.         6.7        7.3        48.8

       8.        3.         6.7        7.3        56.1

       9.        1.         2.2        2.4        58.5

      10.        2.         4.4        4.9        63.4

      11.        2.         4.4        4.9        68.3

      14.        2.         4.4        4.9        73.2

      16.        2.         4.4        4.9        78.0

      17.        1.         2.2        2.4        80.5

      21.        1.         2.2        2.4        82.9

      23.        1.         2.2        2.4        85.4

      26.        2.         4.4        4.9        90.2

      33.        1.         2.2        2.4        92.7

      34.        1.         2.2        2.4        95.1

      43.        1.         2.2        2.4        97.6

      51.        1.         2.2        2.4       100.0

       0.        4.         8.9     MISSING      100.0

    TOTAL       45.       100.0      100.0

    VALID CASES=    41
    MISSING CASES=    4

    MEAN=      7.3659          VARIANCE=  271.3978
    STD. DEV=   16.4739        STD. ERR=    2.5728
    MAXIMUM=   51.0000         MINIMUM=  -24.0000
    RANGE=   76.0000
```

```
     *** OUTPUT FROM PROGRAM REGRAN ***

REGRAN - ANALYSIS #2 - PEABODY  -  TITLE I AND MIGRANT

PARAMETERS
COL   1- 5 =     8
COL   6-10 =   216
COL  11-15 =     5
COL  16-20 =     4
COL  21-25 =     1

DATA FORMAT = (A3,T60,I1,T54,I2,T66,F3.0,T42,F3.0,T32,3F3.0,4(T40,F6.0),T55,3F1.0)

N OF TITLE I STUDENTS     = 122
N OF MIGRANT STUDENTS     =  94

INTERCORRELATION ANALYSIS.

MEANS              1          2           3           4          5          6          7           8
             96.3009    85.9861     49.2824     36.7037  7771.1250  4511.9954  3259.1296      0.5648

SIGMAS             1          2           3           4          5          6          7           8
             17.3730    19.4297     45.6425     43.7261  3298.2744  4698.3127  4267.8832      0.4958

R MATRIX           1          2           3           4          5          6          7           8

         1    1.0000     0.5756      0.2203      0.0258     0.5762     0.2890     0.1272      0.1173

         2    0.5756     1.0000      0.3094      0.1214     0.9855     0.4582     0.2572      0.0743

         3    0.2203     0.3094      1.0000     -0.9063     0.3110     0.9673    -0.8245      0.9478

         4    0.0258     0.1214     -0.9063      1.0000     0.1133    -0.8061     0.9749     -0.9563

         5    0.5762     0.9855      0.3110      0.1133     1.0000     0.4755     0.2493      0.0751

         6    0.2890     0.4582      0.9673     -0.8061     0.4755     1.0000    -0.7334      0.8430

         7    0.1272     0.2572     -0.8245      0.9749     0.2493    -0.7334     1.0000     -0.8700

         8    0.1173     0.0743      0.9478     -0.9563     0.0751     0.8430    -0.8700      1.0000
```

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```
MODEL  1 01  CRITERION =  1

PREDICTORS =  3- 4  6- 8

R = 0.5959      RSQ = 0.3551          51 ITERATICNS.

  V       BETA        B
  3     0.0        0.0
  4     0.0516     0.0205
  6     0.6581     0.0024
  7     0.9122     0.0037
  8     0.4055    14.2078
REG. CONST. =     64.4419


MODEL  2 02  CRITERICN =  1

PREDICTORS =  3- 5  8- 8

R = 0.5976      RSQ = 0.3572          10 ITERATIONS.

  V       BETA        B
  3    -0.3293    -0.1253
  4     0.3211     0.1276
  5     0.5903     0.0031
  8     0.6931    24.2866
REG. CONST. =     59.9175


MODEL  3 03  CRITERION =  1

PREDICTORS =  3- 4  8- 8

R = 0.5944      RSQ = 0.3533          75 ITERATIONS.

  V       BETA        B
  3     1.1011     0.4191
  4     1.5899     0.6317
  8     0.5941    20.8194
REG. CONST. =     40.7009


MODEL  4 04  CRITERION =  1

PREDICTORS =  2- 2  8- 8

R = 0.5804      RSQ = 0.3369           2 ITERATICNS.

  V       BETA        B
  2     0.5700     0.5097
  8     0.0750     2.6264
REG. CONST. =     50.9933
```

```
MODEL  5 05  CRITERION =  1

PREDICTORS =  2- 2

R = 0.5756      RSQ = 0.3313          1 ITERATIONS.

  V      BETA       B
  2    0.5756    0.5146
REG. CONST. =   52.0484

F-TEST  1   F-TEST MODEL COMPARISONS - MODEL 1 VS MODEL 2
RSQ FULL =     0.3551      MODEL  1
RSQ REDUCED = 0.3572      MODEL  2
DIFFERENCE = -0.0020
DFN =  1.      DFD =  210.     F-RATIO =    0.0      P = 1.0000

F-TEST  2   F-TEST MODEL COMPARISONS - MODEL 2 VS MODEL 3
RSQ FULL =     0.3572      MODEL  2
RSQ REDUCED = 0.3533      MODEL  3
DIFFERENCE =  0.0039
DFN =  1.      DFD =  211.     F-RATIO =    1.274    P = 0.2592

F-TEST  3   F-TEST MODEL COMPARISONS - MODEL 3 VS MODEL 4
RSQ FULL =     0.3533      MODEL  3
RSQ REDUCED = 0.3369      MODEL  4
DIFFERENCE =  0.0164
DFN =  1.      DFD =  212.     F-RATIO =    5.383    P = 0.0201

F-TEST  4   F-TEST MODEL COMPARISONS - MODEL 4 VS MODEL 5
RSQ FULL =     0.3369      MODEL  4
RSQ REDUCED = 0.3313      MODEL  5
DIFFERENCE =  0.0056
DFN =  1.      DFD =  213.     F-RATIO =    1.794    P = 0.1784
```

80.40

```
      *** OUTPUT FROM PROGRAM REGRAN ***

REGRAN - ANALYSIS #1 - PEABODY  -  TITLE I, MIGRANT, AND HAPPY TALK

PARAMETERS
COL  1- 5 =    12
COL  6-10 =   261
COL 11-15 =     5
COL 16-20 =     4
COL 21-25 =     1

DATA FORMAT = (A3,T60,I1,T54,I2,T66,F3.0,T42,F3.0,T32,3F3.0,4(T40,F6.0),T55,3F1.0)

N OF TITLE I STUDENTS    = 122
N OF MIGRANT STUDENTS    =  94
N OF HAPPY TALK STUDENTS =  45
N OF TITLE I"S WITH TEACHERS < 10 = 122
N OF MIGRANT"S WITH TEACHERS > 7  =  94


INTERCORRELATION ANALYSIS.


MEANS            1          2          3          4          5          6          7
           94.6667    84.9732    40.7854    30.3755    13.8123  7602.6207  3734.0651

MEANS            8          9         10         11         12
         2697.2107  1171.3448     0.4674     0.3602     0.1724


SIGMAS           1          2          3          4          5          6          7
           17.4107    19.5494    45.5040    42.1253    31.3140  3294.7368  4601.4234

SIGMAS           8          9         10         11         12
         4073.0767  2881.2921     0.4989     0.4800     0.3777
```

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Attachment A-15
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Attachment A-15
(continued, page 2 of 4)

R MATRIX	1	2	3	4	5	6	7
1	1.0000	0.5883	0.2666	0.0898	-0.1409	0.5925	0.3198
2	0.5883	1.0000	0.3017	0.1410	-0.0038	0.9861	0.4269
3	0.2666	0.3017	1.0000	-0.6463	-0.3954	0.3043	0.9714
4	0.0898	0.1410	-0.6463	1.0000	-0.3181	0.1343	-0.5852
5	-0.1409	-0.0038	-0.3954	-0.3181	1.0000	-0.0072	-0.3579
6	0.5925	0.9861	0.3043	0.1343	-0.0072	1.0000	0.4438
7	0.3198	0.4269	0.9714	-0.5852	-0.3579	0.4438	1.0000
8	0.1722	0.2559	-0.5935	0.9770	-0.2921	0.2503	-0.5374
9	-0.0767	0.0841	-0.3644	-0.2931	0.9763	0.0810	-0.3299
10	0.1842	0.1093	0.9567	-0.6755	-0.4132	0.1097	0.8662
11	-0.0296	-0.0243	-0.6725	0.9611	-0.3309	-0.0259	-0.6088
12	-0.2056	-0.1135	-0.4091	-0.3291	0.9664	-0.1120	-0.3704

R MATRIX	8	9	10	11	12
1	0.1722	-0.0767	0.1842	-0.0296	-0.2056
2	0.2559	0.0841	0.1093	-0.0243	-0.1135
3	-0.5935	-0.3644	0.9567	-0.6725	-0.4091
4	0.9770	-0.2931	-0.6755	0.9611	-0.3291
5	-0.2921	0.9763	-0.4132	-0.3309	0.9664
6	0.2503	0.0810	0.1097	-0.0259	-0.1120
7	-0.5374	-0.3299	0.8662	-0.6088	-0.3704
8	1.0000	-0.2692	-0.6204	0.8826	-0.3023
9	-0.2692	1.0000	-0.3809	-0.3050	0.8907
10	-0.6204	-0.3809	1.0000	-0.7029	-0.4276
11	0.8826	-0.3050	-0.7029	1.0000	-0.3424
12	-0.3023	0.8907	-0.4276	-0.3424	1.0000

```
MODEL  1 01  CRITERION =  1

PREDICTORS =  3- 5  7-12

R = 0.6240      RSQ = 0.3894         33 ITERATIONS.

  V       BETA        B
  3     0.0        0.0
  4     0.0038     0.0016
  5     0.0        0.0
  7     0.6518     0.0025
  8     0.8942     0.0038
  9     0.5025     0.0030
 10     0.3495    12.1963
 11    -0.0267    -0.9694
 12     0.0        0.0
REG. CONST. =     66.1928


MODEL  2 02  CRITERION =  1

PREDICTORS =  3- 6 10-12

R = 0.6251      RSQ = 0.3908         64 ITERATIONS.

  V       BETA        B
  3    -0.4900    -0.1875
  4     0.1331     0.0550
  5    -0.0792    -0.0440
  6     0.6577     0.0035
 10     0.1641     5.7256
 11    -0.4871   -17.6650
 12    -0.3111   -14.3385
REG. CONST. =     80.9857


MODEL  3 03  CRITERION =  1

PREDICTORS =  3- 5 10-12

R = 0.6195      RSQ = 0.3837        100 ITERATIONS.

  V       BETA        B
  3     1.0972     0.4198
  4     1.5105     0.6243
  5     0.9067     0.5041
 10     0.3699    12.9071
 11    -0.1991    -7.2219
 12    -0.0454    -2.0932
REG. CONST. =     48.5454
```

```
MODEL  4 04  CRITERION =  1

PREDICTORS =  2- 2 10-12

R = 0.6085      RSQ = 0.3703            4 ITERATIONS.

  V       BETA        B
  2     0.5677     0.5056
 10     0.0        0.0
 11    -0.0751    -2.7249
 12    -0.1658    -7.6424
REG. CONST. =    54.0071


MODEL  5 05  CRITERION =  1

PREDICTORS =  2- 2

R = 0.5883      RSQ = 0.3461            1 ITERATIONS.

  V       BETA        B
  2     0.5883     0.5239
REG. CONST. =    50.1456


F-TEST  1   F-TEST MODEL COMPARISONS - MODEL 1 VS MODEL 2
RSQ FULL =      0.3894      MODEL  1
RSQ REDUCED = 0.3908        MODEL  2
DIFFERENCE = -0.0013
DFN =  2.      DFD =  232.      F-RATIO =    0.0      P = 1.0000

F-TEST  2   F-TEST MODEL COMPARISONS - MODEL 2 VS MODEL 3
RSQ FULL =      0.3908      MODEL  2
RSQ REDUCED = 0.3837        MODEL  3
DIFFERENCE =   0.0070
DFN =  1.      DFD =  234.      F-RATIO =    2.700    P = 0.0976

F-TEST  3   F-TEST MODEL COMPARISONS - MODEL 3 VS MODEL 4
RSQ FULL =      0.3837      MODEL  3
RSQ REDUCED = 0.3703        MODEL  4
DIFFERENCE =   0.0135
DFN =  2.      DFD =  235.      F-RATIO =    2.568    P = 0.0768

F-TEST  4   F-TEST MODEL COMPARISONS - MODEL 4 VS MODEL 5
RSQ FULL =      0.3703      MODEL  4
RSQ REDUCED = 0.3461        MODEL  5
DIFFERENCE =   0.0242
DFN =  2.      DFD =  237.      F-RATIO =    4.550    P = 0.0115
```

```
 *** OUTPUT FROM PROGRAM REGRAN ***

REGRAN - ANALYSIS #5 - PEABODY  -  MIGRANT AND SPLIT-FUNDED CLASSES

PARAMETERS
COL  1- 5 =     20
COL  6-10 =     94
COL 11-15 =      3
COL 16-20 =      2
COL 21-25 =      1

DATA FORMAT = (A3,T60,I1,T54,I2,T66,F3.0,T42,F3.0,9(T32,F3.0),9(F1.0))


INTERCORRELATION ANALYSIS.


MEANS             1          2          3          4          5          6          7          8          9         10
            93.9787    84.3404     3.6277     7.4362     6.5106     7.7872    17.7553     8.2021     8.7553    14.6915

MEANS            11         12         13         14         15         16         17         18         19         20
             9.5745     0.0532     0.0851     0.0851     0.0957     0.1915     0.0957     0.1170     0.1596     0.1170


SIGMAS            1          2          3          4          5          6          7          8          9         10
            18.9214    19.3844    15.8765    25.0479    22.0472    24.7824    37.4045    25.7854    24.5629    34.1181

SIGMAS           11         12         13         14         15         16         17         18         19         20
            27.1996     0.2244     0.2790     0.2790     0.2942     0.3935     0.2942     0.3214     0.3662     0.3214


P MATRIX          1          2          3          4          5          6          7          8          9         10

       1     1.0000     0.6567     0.0511     0.1003    -0.0959     0.0031     0.1689     0.0226    -0.0953     0.1671

       2     0.6567     1.0000    -0.1324     0.1144    -0.0483     0.0375     0.2991     0.0808    -0.1227     0.2129

       3     0.0511    -0.1324     1.0000    -0.0678    -0.0675    -0.0718    -0.1085    -0.0727    -0.0814    -0.0984

       4     0.1003     0.1144    -0.0678     1.0000    -0.0877    -0.0933    -0.1409    -0.0944    -0.1058    -0.1278

       5    -0.0959    -0.0483    -0.0675    -0.0877     1.0000    -0.0928    -0.1402    -0.0939    -0.1053    -0.1272

       6     0.0031     0.0375    -0.0718    -0.0933    -0.0928     1.0000    -0.1492    -0.1000    -0.1120    -0.1353

       7     0.1689     0.2991    -0.1085    -0.1409    -0.1402    -0.1492     1.0000    -0.1510    -0.1692    -0.2044

       8     0.0226     0.0808    -0.0727    -0.0944    -0.0939    -0.1000    -0.1510     1.0000    -0.1134    -0.1370

       9    -0.0953    -0.1227    -0.0814    -0.1058    -0.1053    -0.1120    -0.1692    -0.1134     1.0000    -0.1535

      10     0.1671     0.2129    -0.0984    -0.1278    -0.1272    -0.1353    -0.2044    -0.1370    -0.1535     1.0000

      11     0.0435     0.0455    -0.0804    -0.1045    -0.1039    -0.1106    -0.1671    -0.1120    -0.1255    -0.1516

      12     0.0303    -0.1974     0.9640    -0.0704    -0.0700    -0.0745    -0.1125    -0.0754    -0.0845    -0.1021

      13     0.0568     0.0477    -0.0697     0.9734    -0.0901    -0.0958    -0.1448    -0.0970    -0.1087    -0.1313

      14    -0.1649    -0.1234    -0.0697    -0.0905     0.9682    -0.0958    -0.1448    -0.0970    -0.1087    -0.1313
```

Attachment A-16
(Page 1 of 3)

16	0.1091	0.2104	-0.1112	-0.1445	-0.1437	-0.1529	0.9754	-0.1548	-0.1735	-0.2096
17	-0.0321	0.0223	-0.0744	-0.0966	-0.0961	-0.1022	-0.1545	0.9776	-0.1160	-0.1401
18	-0.1255	-0.1788	-0.0832	-0.1081	-0.1075	-0.1144	-0.1728	-0.1158	0.9791	-0.1568
19	0.1448	0.1737	-0.0996	-0.1294	-0.1287	-0.1369	-0.2068	-0.1386	-0.1553	0.9882
20	-0.0153	-0.0474	-0.0832	-0.1081	-0.1075	-0.1144	-0.1728	-0.1158	-0.1298	-0.1568

R MATRIX	11	12	13	14	15	16	17	18	19	20
1	0.0435	0.0303	0.0568	-0.1649	-0.0608	0.1091	-0.0321	-0.1255	0.1448	-0.0153
2	0.0455	-0.1974	0.0477	-0.1234	-0.0505	0.2104	0.0223	-0.1788	0.1737	-0.0474
3	-0.0804	0.9640	-0.0697	-0.0697	-0.0744	-0.1112	-0.0744	-0.0832	-0.0996	-0.0832
4	-0.1045	-0.0704	0.9734	-0.0905	-0.0966	-0.1445	-0.0966	-0.1081	-0.1294	-0.1081
5	-0.1039	-0.0700	-0.0901	0.9682	-0.0961	-0.1437	-0.0961	-0.1075	-0.1287	-0.1075
6	-0.1106	-0.0745	-0.0958	-0.0958	0.9657	-0.1529	-0.1022	-0.1144	-0.1369	-0.1144
7	-0.1671	-0.1125	-0.1448	-0.1448	-0.1545	0.9754	-0.1545	-0.1728	-0.2068	-0.1728
8	-0.1120	-0.0754	-0.0970	-0.0970	-0.1035	-0.1548	0.9776	-0.1158	-0.1386	-0.1158
9	-0.1255	-0.0845	-0.1087	-0.1087	-0.1160	-0.1735	-0.1160	0.9791	-0.1553	-0.1298
10	-0.1516	-0.1021	-0.1313	-0.1313	-0.1401	-0.2096	-0.1401	-0.1568	0.9882	-0.1568
11	1.0000	-0.0834	-0.1074	-0.1074	-0.1145	-0.1713	-0.1145	-0.1281	-0.1534	0.9669
12	-0.0834	1.0000	-0.0723	-0.0723	-0.0771	-0.1154	-0.0771	-0.0863	-0.1033	-0.0863
13	-0.1074	-0.0723	1.0000	-0.0930	-0.0992	-0.1484	-0.0992	-0.1110	-0.1329	-0.1110
14	-0.1074	-0.0723	-0.0930	1.0000	-0.0992	-0.1484	-0.0992	-0.1110	-0.1329	-0.1110
15	-0.1145	-0.0771	-0.0992	-0.0992	1.0000	-0.1584	-0.1059	-0.1185	-0.1418	-0.1185
16	-0.1713	-0.1154	-0.1484	-0.1484	-0.1584	1.0000	-0.1584	-0.1772	-0.2121	-0.1772
17	-0.1145	-0.0771	-0.0992	-0.0992	-0.1059	-0.1584	1.0000	-0.1185	-0.1418	-0.1185
18	-0.1281	-0.0863	-0.1110	-0.1110	-0.1185	-0.1772	-0.1185	1.0000	-0.1586	-0.1325
19	-0.1534	-0.1033	-0.1329	-0.1329	-0.1418	-0.2121	-0.1418	-0.1586	1.0000	-0.1586
20	0.9669	-0.0863	-0.1110	-0.1110	-0.1185	-0.1772	-0.1185	-0.1325	-0.1586	1.0000

```
MODEL  1 01  CRITERION =  1

PREDICTORS =  3-20

R = 0.6936      RSQ = 0.4811        379 ITERATIONS.

  V       BETA        B
  3    0.3544     0.4223
  4    0.8349     0.6307
  5    1.0032     0.8610
  6    0.8709     0.6650
  7    1.3561     0.6860
  8    1.1422     0.8382
  9    0.7398     0.5699
 10    1.1030     0.6117
 11    0.8758     0.6093
 12    0.2815    23.7350
 13   -0.0220    -1.4890
 14   -0.3833   -25.9897
 15   -0.1149    -7.3865
 16   -0.1940    -9.3285
 17   -0.3639   -23.3985
 18    0.0162     0.9539
 19    0.0        0.0
 20   -0.0079    -0.4642
REG. CONST. =   43.8613


MODEL  2 02  CRITERION =  1

PREDICTORS =  2- 2 12-20

R = 0.6836      RSQ = 0.4672        13 ITERATIONS.

  V       BETA        B
  2    0.6792     0.6629
 12    0.1544    13.0208
 13    0.0174     1.1769
 14   -0.0758    -5.1399
 15   -0.0298    -1.9139
 16   -0.0329    -1.5827
 17   -0.0458    -2.9473
 18   -0.0065    -0.3832
 19    0.0195     1.0055
 20    0.0141     0.8300
REG. CONST. =   38.2672


MODEL  3 03  CRITERION =  1

PREDICTORS =  2- 2

R = 0.6567      RSQ = 0.4312         1 ITERATIONS.

  V       BETA        B
  2    0.6567     0.6410
REG. CONST. =   39.9193

F-TEST  1   F-TEST MODEL COMPARISONS - MODEL 1 VS MODEL 2
RSQ FULL =      0.4811      MODEL  1
RSQ REDUCED = 0.4672        MODEL  2
DIFFERENCE =  0.0139
DFN =  8.       DFD =    76.      F-RATIO =   0.254    P = 0.9775

F-TEST  2   F-TEST MODEL COMPARISONS - MODEL 2 VS MODEL 3
RSQ FULL =      0.4672      MODEL  2
RSQ REDUCED = 0.4312        MODEL  3
DIFFERENCE =  0.0361
DFN =  9.       DFD =    84.      F-RATIO =   0.711    P = 0.6831
```

```
     *** OUTPUT FROM PROGRAM REGRAN ***

  REGRAN - ANALYSIS #4 - PEABODY  -  TITLE I AND SPLIT-FUNDED CLASSES

  PARAMETERS
  COL   1- 5 =    20
  COL   6-10 =   122
  COL  11-15 =     3
  COL  16-20 =     2
  COL  21-25 =     1

  DATA FORMAT = (A3,T60,I1,T54,I2,T66,F3.0,T42,F3.0,9(T32,F3.0),9(F1.0))


  INTERCORRELATION ANALYSIS.


  MEANS            1          2          3          4          5          6          7          8          9         10
             98.0902    87.2541    10.7295    12.5984    10.9836     8.4918    12.4754     9.8279    11.8361     4.6311

  MEANS           11         12         13         14         15         16         17         18         19         20
              5.6803     0.1230     0.1230     0.1148     0.1148     0.1393     0.1148     0.1393     0.0656     0.0656


  SIGMAS           1          2          3          4          5          6          7          8          9         10
             15.8482    19.3694    29.4563    33.7890    31.0512    24.9699    32.1608    27.6203    30.0189    17.7206

  SIGMAS          11         12         13         14         15         16         17         18         19         20
             21.5970     0.3284     0.3284     0.3187     0.3187     0.3463     0.3187     0.3463     0.2475     0.2475

  R MATRIX         1          2          3          4          5          6          7          8          9         10

         1    1.0000     0.4991     0.0372     0.2637    -0.0040    -0.0103    -0.0185     0.0161     0.1341    -0.1259

         2    0.4991     1.0000     0.0817     0.3074     0.2103    -0.0937     0.1628     0.0036     0.0146    -0.1999

         3    0.0372     0.0817     1.0000    -0.1358    -0.1288    -0.1239    -0.1413    -0.1296    -0.1436    -0.0952

         4    0.2637     0.3074    -0.1358     1.0000    -0.1319    -0.1268    -0.1446    -0.1327    -0.1470    -0.0974

         5   -0.0040     0.2103    -0.1288    -0.1319     1.0000    -0.1203    -0.1372    -0.1259    -0.1395    -0.0924

         6   -0.0103    -0.0937    -0.1239    -0.1268    -0.1203     1.0000    -0.1319    -0.1210    -0.1341    -0.0889

         7   -0.0185     0.1628    -0.1413    -0.1446    -0.1372    -0.1319     1.0000    -0.1380    -0.1529    -0.1014

         8    0.0181     0.0036    -0.1296    -0.1327    -0.1259    -0.1210    -0.1380     1.0000    -0.1403    -0.0930

         9    0.1341     0.0146    -0.1436    -0.1470    -0.1395    -0.1341    -0.1529    -0.1403     1.0000    -0.1030

        10   -0.1259    -0.1999    -0.0952    -0.0974    -0.0924    -0.0889    -0.1014    -0.0930    -0.1030     1.0000

        11   -0.0765     0.0073    -0.0958    -0.0981    -0.0930    -0.0894    -0.1020    -0.0936    -0.1037    -0.0687

        12    0.0057     0.0002     0.9729    -0.1397    -0.1324    -0.1273    -0.1452    -0.1332    -0.1476    -0.0979

        13    0.2514     0.2941    -0.1364     0.9958    -0.1324    -0.1273    -0.1452    -0.1332    -0.1476    -0.0979

        14   -0.0147     0.1573    -0.1311    -0.1342     0.9825    -0.1224    -0.1397    -0.1281    -0.1420    -0.0941
```

16	-0.1277	0.0473	-0.1466	-0.1500	-0.1423	-0.1368	0.9640	-0.1432	-0.1587	-0.1052
17	0.0012	-0.0300	-0.1311	-0.1342	-0.1274	-0.1224	-0.1397	0.9883	-0.1420	-0.0941
18	0.1112	-0.0480	-0.1466	-0.1500	-0.1423	-0.1368	-0.1561	-0.1432	0.9799	-0.1052
19	-0.1540	-0.2274	-0.0965	-0.0988	-0.0937	-0.0901	-0.1028	-0.0943	-0.1044	0.9865
20	-0.0851	-0.0086	-0.0965	-0.0988	-0.0937	-0.0901	-0.1028	-0.0943	-0.1044	-0.0692

K MATRIX	11	12	13	14	15	16	17	18	19	20
1	-0.0765	0.0057	0.2514	-0.0167	-0.0459	-0.1277	0.0012	0.1112	-0.1540	-0.0851
2	0.0073	0.0002	0.2941	0.1573	-0.2464	0.0473	-0.0300	-0.0480	-0.2274	-0.0086
3	-0.0958	0.9729	-0.1364	-0.1311	-0.1311	-0.1466	-0.1311	-0.1466	-0.0965	-0.0965
4	-0.0981	-0.1396	0.9958	-0.1342	-0.1342	-0.1500	-0.1342	-0.1500	-0.0988	-0.0988
5	-0.0930	-0.1324	-0.1324	0.9825	-0.1274	-0.1423	-0.1274	-0.1423	-0.0937	-0.0937
6	-0.0894	-0.1273	-0.1273	-0.1224	0.9646	-0.1368	-0.1224	-0.1368	-0.0901	-0.0901
7	-0.1020	-0.1452	-0.1452	-0.1397	-0.1397	0.9640	-0.1397	-0.1561	-0.1028	-0.1028
8	-0.0936	-0.1332	-0.1332	-0.1281	-0.1281	-0.1432	0.9883	-0.1432	-0.0943	-0.0943
9	-0.1037	-0.1476	-0.1476	-0.1420	-0.1420	-0.1587	-0.1420	0.9799	-0.1044	-0.1044
10	-0.0687	-0.0979	-0.0979	-0.0941	-0.0941	-0.1052	-0.0941	-0.1052	0.9865	-0.0692
11	1.0000	-0.0985	-0.0985	-0.0947	-0.0947	-0.1058	-0.0947	-0.1058	-0.0697	0.9929
12	-0.0985	1.0000	-0.1402	-0.1348	-0.1348	-0.1507	-0.1348	-0.1507	-0.0992	-0.0992
13	-0.0985	-0.1402	1.0000	-0.1348	-0.1348	-0.1507	-0.1348	-0.1507	-0.0992	-0.0992
14	-0.0947	-0.1348	-0.1348	1.0000	-0.1296	-0.1449	-0.1296	-0.1449	-0.0954	-0.0954
15	-0.0947	-0.1348	-0.1348	-0.1296	1.0000	-0.1449	-0.1296	-0.1449	-0.0954	-0.0954
16	-0.1058	-0.1507	-0.1507	-0.1449	-0.1449	1.0000	-0.1449	-0.1619	-0.1066	-0.1066
17	-0.0947	-0.1348	-0.1348	-0.1296	-0.1296	-0.1449	1.0000	-0.1449	-0.0954	-0.0954
18	-0.1058	-0.1507	-0.1507	-0.1449	-0.1449	-0.1619	-0.1449	1.0000	-0.1066	-0.1066
19	-0.0697	-0.0992	-0.0992	-0.0954	-0.0954	-0.1066	-0.0954	-0.1066	1.0000	-0.0702
20	0.9929	-0.0992	-0.0992	-0.0954	-0.0954	-0.1066	-0.0954	-0.1066	-0.0702	1.0000

Attachment A-17
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Attachment A-17
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```
MODEL  1 01  CRITERION =  1

PREDICTORS =  3-20

R = 0.6134     RSQ = 0.3762        209 ITERATIONS.

  V       BETA        B
  3    0.5945    0.3199
  4    1.7569    0.8240
  5    0.4270    0.2180
  6    0.3347    0.2125
  7    1.4302    0.7048
  8    0.5743    0.3295
  9    0.7195    0.3798
 10    1.0153    0.9080
 11    0.3587    0.2632
 12    0.0        0.0
 13   -0.9545  -46.0635
 14    0.1201    5.9739
 15    0.1982    9.8564
 16   -0.8820  -40.3656
 17   -0.0077   -0.3851
 18   -0.0072   -0.3276
 19   -0.7136  -45.6904
 20   -0.0035   -0.2265
REG. CONST. =   70.4236


MODEL  2 02  CRITERION =  1

PREDICTORS =  2- 2 12-20

R = 0.5615     RSQ = 0.3153         15 ITERATIONS.

  V       BETA        B
  2    0.5067    0.4145
 12   -0.0221   -1.0669
 13    0.0611    2.9477
 14   -0.1143   -5.6832
 15    0.0444    2.2080
 16   -0.1589   -7.2699
 17   -0.0136   -0.6752
 18    0.0869    3.9786
 19   -0.0595   -3.8121
 20   -0.0969   -6.2067
REG. CONST. =   63.2800


MODEL  3 03  CRITERION =  1

PREDICTORS =  2- 2

R = 0.4991     RSQ = 0.2491          1 ITERATIONS.

  V       BETA        B
  2    0.4991    0.4083
REG. CONST. =   62.4608


F-TEST  1   F-TEST MODEL COMPARISONS - MODEL 1 VS MODEL 2
RSQ FULL =      0.3762      MODEL  1
RSQ REDUCED = 0.3153      MODEL  2
DIFFERENCE =  0.0609
DFN =  1.      DFD =  104.      F-RATIO =  10.158   P = 0.0023


F-TEST  2   F-TEST MODEL COMPARISONS - MODEL 2 VS MODEL 3
RSQ FULL =      0.3153      MODEL  2
RSQ REDUCED = 0.2491      MODEL  3
DIFFERENCE =  0.0662
DFN =  1.      DFD =  112.      F-RATIO =  10.837   P = 0.0017
```

```
*** OUTPUT FROM PROGRAM REGRAN ***

REGRAN - ANALYSIS #6 - PEABODY  -  HAPPY TALK AND 1979/80 CONTROL

PARAMETERS
COL   1- 5 =      8
COL   6-10 =     71
COL  11-15 =      5
COL  16-20 =      4
COL  21-25 =      1

DATA FORMAT = (A3,T60,I1,T66,F3.0,T42,F3.0,T32,2F3.0,3(T40,F6.0),T55,1F1.0)

N OF HAPPY TALK STUDENTS   =  45
N OF CONTROL STUDENTS      =  26

INTERCORRELATION ANALYSIS.

MEANS            1          2          3          4          5          6          7          8
           84.1972    79.4789    50.7746    28.7042  6640.1549  4305.9296  2334.2254     0.6338

SIGMAS           1          2          3          4          5          6          7          8
           16.9071    17.9795    41.5676    38.8625  2916.4252  4125.6206  3403.9405     0.4818

R MATRIX         1          2          3          4          5          6          7          8

      1     1.0000     0.4302     0.3544    -0.1801     0.4394     0.4435    -0.1610     0.2043

      2     0.4302     1.0000     0.3618     0.0756     0.9898     0.5537     0.1770     0.0463

      3     0.3544     0.3618     1.0000    -0.9022     0.3807     0.9602    -0.8376     0.9285

      4    -0.1801     0.0756    -0.9022     1.0000     0.0507    -0.7709     0.9778    -0.9717

      5     0.4394     0.9898     0.3807     0.0507     1.0000     0.5793     0.1547     0.0693

      6     0.4435     0.5537     0.9602    -0.7709     0.5793     1.0000    -0.7157     0.7933

      7    -0.1610     0.1770    -0.8376     0.9778     0.1547    -0.7157     1.0000    -0.9022

      8     0.2043     0.0463     0.9285    -0.9717     0.0693     0.7933    -0.9022     1.0000
```

Attachment A-18
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```
MODEL  1 01  CRITERION =  1

PREDICTORS =  3- 4  6- 8

R = 0.5426      RSQ = 0.2945       1000 ITERATIONS.

  V       BETA        B
  3    -2.7733    -1.1280
  4     3.6701     1.5967
  6     2.4325     0.0100
  7    -1.8502    -0.0092
  8     2.7501    96.5113
REG. CONST. =     12.9980


MODEL  2 02  CRITERION =  1

PREDICTORS =  3- 5  8- 8

R = 0.4980      RSQ = 0.2480         22 ITERATIONS.

  V       BETA        B
  3     0.0        0.0
  4    -0.7557    -0.3288
  5     0.5168     0.0030
  8    -0.5637   -19.7838
REG. CONST. =     86.2778


MODEL  3 03  CRITERION =  1

PREDICTORS =  3- 4  8- 8

R = 0.4945      RSQ = 0.2445         57 ITERATIONS.

  V       BETA        B
  3     1.2030     0.4893
  4     0.2797     0.1217
  8    -0.6438   -22.5934
REG. CONST. =     70.1793


MODEL  4 04  CRITERION =  1

PREDICTORS =  2- 2  8- 8

R = 0.4681      RSQ = 0.2192          2 ITERATIONS.

  V       BETA        B
  2     0.4217     0.3965
  8     0.1848     6.4838
REG. CONST. =     48.5727
```

```
MODEL  5 05  CRITERION =  1

PREDICTORS =  2- 2

R = 0.4302      RSQ = 0.1851          1 ITERATIONS.

  V      BETA        B
  2    0.4302    0.4046
REG. CONST. =   52.0434


F-TEST  1   F-TEST MODEL COMPARISCNS - MCDEL 1 VS MOCEL 2
RSQ FULL =     0.2945      MODEL  1
RSQ REDUCED = 0.2480      MODEL  2
DIFFERENCE =  0.0464
DFN =  1.      DFD =    65.      F-RATIO =   4.278   P = 0.0401

F-TEST  2   F-TEST MODEL COMPARISONS - MCDEL 2 VS MCCEL 3
RSQ FULL =     0.2480      MODEL  2
RSQ REDUCED = 0.2445      MODEL  3
DIFFERENCE =  0.0035
DFN =  1.      DFD =    66.      F-RATIO =   0.307   P = 0.5880

F-TEST  3   F-TEST MODEL COMPARISONS - MODEL 2 VS MOCEL 3
RSQ FULL =     0.2445      MODEL  3
RSQ REDUCED = 0.2192      MODEL  4
DIFFERENCE =  0.0254
DFN =  1.      DFD =    67.      F-RATIO =   2.251   P = 0.1344

F-TEST  4   F-TEST MODEL COMPARISONS - MODEL 2 VS MODEL 3
RSQ FULL =     0.2192      MODEL  4
RSQ REDUCED = 0.1851      MODEL  5
DIFFERENCE =  0.0341
DFN =  1.      DFD =    68.      F-RATIO =   2.966   P = 0.0858
```

```
     *** OUTPUT FROM PROGFAM REGRAN ***

REGRAN - ANALYSIS #3 - PEABODY  -  TITLE I AND HAPPY TALK

PARAMETERS
COL  1- 5 =      8
COL  6-10 =    167
COL 11-15 =      5
COL 16-20 =      4
COL 21-25 =      1

DATA FORMAT = (A3,T60,I1,T54,I2,T66,F3.0,T42,F3.0,T32,3F3.0,4(T40,F6.0),T55,3F1.0)

N OF TITLE I STUDENTS    = 122
N OF HAPPY TALK STUDENTS =  45


INTERCORRELATION ANALYSIS.


MEANS            1          2          3          4          5          6          7          8
           95.0539    85.3293    63.7425    21.5868  7666.5389  5835.8743  1830.6647     0.7305


SIGMAS           1          2          3          4          5          6          7          8
           16.4871    19.6327    42.1042    36.9415  1350.4750  4563.4412  3430.4146     0.4437


R MATRIX         1          2          3          4          5          6          7          8

      1     1.0000     0.5468     0.4400    -0.2109     0.5623     0.5022    -0.1189     0.3037

      2     0.5468     1.0000     0.4800    -0.0156     0.9834     0.6466     0.1002     0.1614

      3     0.4400     0.4800     1.0000    -0.8847     0.4765     0.9572    -0.8079     0.9195

      4    -0.2109    -0.0156    -0.8847     1.0000    -0.0205    -0.7473     0.9741    -0.9622

      5     0.5623     0.9834     0.4765    -0.0205     1.0000     0.6633     0.0943     0.1582

      6     0.5022     0.6466     0.9572    -0.7473     0.6633     1.0000    -0.6825     0.7767

      7    -0.1189     0.1002    -0.8079     0.9741     0.0943    -0.6825     1.0000    -0.8787

      8     0.3037     0.1614     0.9195    -0.9622     0.1582     0.7767    -0.8787     1.0000
```

Attachment A-19
(Page 1 of 3)

```
MODEL   1 01   CRITERION =  1

PREDICTORS =  3- 4  6- 8

R = 0.6072       RSQ = 0.3687          120 ITERATIONS.

   V       BETA        B
   3    -0.2952    -0.1156
   4    -0.2721    -0.1214
   6     0.8514     0.0031
   7     0.8084     0.0039
   8     0.3620    13.4504
REG. CONST. =      70.1536


MODEL   2 02   CRITERION =  1

PREDICTORS =  3- 5  8- 8

R = 0.6064       RSQ = 0.3677           34 ITERATIONS.

   V       BETA        B
   3    -0.3366    -0.1318
   4    -0.0302    -0.0135
   5     0.6452     0.0032
   8     0.4835    17.9666
REG. CONST. =      66.2807


MODEL   3 03   CRITERION =  1

PREDICTORS =  3- 4  8- 8

R = 0.5899       RSQ = 0.3480           46 ITERATIONS.

   V       BETA        B
   3     1.0588     0.4146
   4     1.0660     0.4758
   8     0.3527    13.1045
REG. CONST. =      48.7821


MODEL   4 04   CRITERION =  1

PREDICTORS =  2- 2  8- 8

R = 0.5886       RSQ = 0.3465            2 ITERATIONS.

   V       BETA        B
   2     0.5112     0.4293
   8     0.2207     8.2015
REG. CONST. =      52.4310
```

```
MODEL  5 05  CRITERION =  1

PREDICTORS =  2- 2

R = 0.5468     RSQ = 0.2990         1 ITERATIONS.

  V      BETA       B
  2    0.5468    0.4592
REG. CONST. =   55.8695


F-TEST  1   F-TEST MODEL COMPARISONS - MODEL 1 VS MODEL 2
RSQ FULL =     0.3687      MODEL  1
RSQ REDUCED = 0.3677      MODEL  2
DIFFERENCE =  0.0010
DFN =  1.      DFD =  161.     F-RATIO =   0.263   P = 0.6149


F-TEST  2   F-TEST MODEL COMPARISONS - MODEL 2 VS MODEL 3
RSQ FULL =     0.3677      MODEL  2
RSQ REDUCED = 0.3480      MODEL  3
DIFFERENCE =  0.0196
DFN =  1.      DFD =  162.     F-RATIO =   5.033   P = 0.0246


F-TEST  3   F-TEST MODEL COMPARISCNS - MODEL 3 VS MODEL 4
RSQ FULL =     0.3480      MODEL  3
RSQ REDUCED = 0.3465      MODEL  4
DIFFERENCE =  0.0016
DFN =  1.      DFD =  163.     F-RATIO =   0.389   P = 0.5411


F-TEST  4   F-TEST MODEL COMPARISCNS - MODEL 4 VS MODEL 5
RSQ FULL =     0.3465      MODEL  4
RSQ REDUCED = 0.2990      MODEL  5
DIFFERENCE =  0.0474
DFN =  1.      DFD =  164.     F-RATIO =  11.905   P = 0.0011
```

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TITLE I MIGRANT

APPENDIX B

BOEHM TEST OF BASIC CONCEPTS

Instrument Description: Boehm Test of Basic Concepts (BTBC)

Brief description of the instrument:

Fifty items arranged in order of their difficulty. Each item consists of a set of pictures about which statements are read to the students. These statements briefly describe the pictures and ask the child to mark the one illustrating the concept area.

To whom was the instrument administered?

All kindergarten students.

How many times was the instrument administered?

Once to all kindergarten students, and once to all kindergarten students in Title I schools.

When was the instrument administered?

September 8-12, 1980. Make-up tests were administered the following week. Title I posttesting took place February 9-13, with make-ups the following week.

Where was the instrument administered?

In the classroom.

Who administered the instrument?

The classroom teacher.

What training did the administrators have?

The Boehm comes with a complete set of instructions for administering the test. ORE provided each teacher with a checklist to help structure the activities surrounding the test administration. No attempt was made to monitor training activities provided on campus by the principal and/or counselors.

Was the instrument administered under standardized conditions?

Standardized instructions were distributed. Individual variations in administration procedures may have occurred.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that SWT staff is aware of.

Who developed the instrument?

Ann E. Boehm, published by the Psychological Corporation.

What reliability and validity data are available on the instrument?

Split-half reliability coefficients, corrected by the Spearman-Brown Formula, ranged from .68 to .90 in the standardization sample. No validity data are reported. Locally, correlation coefficients ranging from .35 to .31 were found between the Boehm and the CAT Reading Total for limited English-speaking students (1st grade level).

Are there norm data available for interpreting the results?

Standardization sample consisted of low, middle, and high socio-economic level students from kindergarten, first, and second grades in sixteen cities around the country. Percentiles corresponding to various raw scores are reported for beginning and mid year testing in each of the SES levels by grade classifications.

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BOEHM

Purpose

The Boehm Test of Basic Concepts was administered to the migrant kindergarten students in order to gather information relevant to the following decision and evaluation questions and information needs.

> Decision Question D2: Should the K-12 Instructional Component (Communication Skills) be continued as it is, modified, or deleted?
>
> > Evaluation Question D2-1: Were the achievement objectives met?

Information Need I4: What is the achievement level of the migrant students? How do they compare with the District average? How do they compare with Title I?

Information Need I17: How many migrant students were pre- and posttested (by grade level)?

Procedure

The Boehm Tests of Basic Concepts was administered to all kindergarten students in the District during the week of September 8-12, 1980 with make-ups being held September 15-19. It was administered again to kindergarten students in Title I schools during the week of February 9-13, 1981 with make-ups the week of February 16-20. During 1980-81 for the first time, there was a Migrant teacher serving kindergarten migrant students at a non-Title I school (Brooke). The principal was given the option of testing all kindergarten students or just the migrant kindergarten students. After consultation with his kindergarten teachers, he decided to test only the migrant students. The Migrant teacher conducted the testing. In all other cases the classroom teachers administered the test. Although testing was generally administered in English, teachers had the option of administering the test in Spanish to those students perceived as Spanish-dominant. Scoring was performed by the Office of Research and Evaluation. For further information on the testing and scoring procedures, see the Systemwide Technical Report, ORE publication number 80.39.

The Boehm data were prepared in the card file layout in Attachment B-1 for use in these analyses. The Boehm data are on EV0BOEHM 0102. DISTATP was used to run the frequency counts on the pretest, posttest, and gains. The additional results were tallied by hand. Migrant kindergarten students were

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included in the analyses if: 1) they had both pre- and posttest scores, and 2) they were served by a Migrant teacher during the 1980-81 school year.

Results

Evaluation Question D2-1: Were the achievement objectives met?

Pretest Achievement Level	Performance Level	Expected Raw Score Point Gain	Actual Average Raw Score Point Gain	Number of Students
A	Students at or above the District Median	4	6.1	17
B	Students Scoring at the 49-30th Percentile	5-9	10.3	14
C	Students Scoring at the 29-1st Percentile	10-36	14.6	19

Figure B-1. STUDENT GAINS CHART ON THE BOEHM AS PER THE OBJECTIVE SET IN THE 1980-81 MIGRANT APPLICATION.

In Figure B-1 are the expected gains needed by the migrant students depending on their beginning achievement levels. At all 3 levels, the average gains exceeded that needed to meet the objective.

Information Need I4: What is the achievement level of the migrant students? How do they compare with the District average? How do they compare with Title I?

Figure B-2 gives a frequency distribution of the raw score total gain from pre to posttest. The migrant students had a mean pretest score of 27.1. This score represents the 30th percentile for middle socioeconomic kindergarten students at the beginning of the school year. The District average for kindergarten students at the beginning of the year was 32 or the 50th percentile.

	Pretest Mean	Posttest Mean	Mean Gain	Posttest Percentile Ranking
Title I (N=408)	21.5	35.4	13.9	45 percentile
Title I Schoolwide Projects (N=145)	24.5	40.1	15.6	70 percentile
Migrant (N=50)	27.1	38.2	10.9	60 percentile

Figure B-3. MEAN PRETEST, POSTTEST, AND GAIN SCORES ON THE BOEHM FOR 1980-81 TITLE I, TITLE I SCHOOLWIDE PROJECTS, AND MIGRANT.

In Figure B-3 are listed comparison figures for Title I, the Title I Schoolwide Projects, and migrant kindergarteners pre- and posttest. The migrant pretest mean was greater than both the Title I and Schoolwide Project mean pretests. However the gains made by Title I students and Schoolwide Project students exceeded those made by the migrant students. The posttest mean of migrant was higher than that of Title I, but lower than than of the Schoolwide project students. The posttest percentile ranking used in the figure is that for middle SES kindergarten students.

	Pretest Mean	Posttest Mean	Mean Gain	Posttest Percentile Ranking
1978-79 (N=25)	28.6	36.9	8.3	55 percentile
1979-80 (N=44)	26.2	36.7	10.4	55 percentile
1980-81 (N=50)	27.1	38.2	10.9	60 percentile

Figure B-4. COMPARISON OF THE 1978-79 THROUGH 1980-81 MEAN BOEHM SCORES FOR MIGRANT KINDERGARTEN STUDENTS.

The migrant kindergarten students this year made slightly better gains than did the migrant students in 1979-80. See these in Figure B-4.

Information Need I17: How many migrant students were pre- and posttested?

Fifty migrant kindergarten students were pre- and posttested.

Gain in Raw Score Points	Number of Students
0	2
1	3
4	2
5	3
6	2
7	4
8	3
9	3
10	3
11	6
12	1
13	4
14	4
15	2
16	1
17	1
18	1
19	1
20	1
21	1
24	1
26	1

Figure B-2. FREQUENCY COUNT OF RAW SCORE GAIN ON THE BOEHM.

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FILE ID A / Q / I

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

✓ AISD EV0BOEHM0102

YEAR: 1980-81

___UT PF_____,_____,____________
acct. pass. file name

CONTENTS: Boehm Pre- and Post Raw Scores for 1980-81 Migrant Students

Field	Columns	Description
	1-3	AQT
	5-7	School Location Code
	9-15	Student AISD ID
	17-36	Name (Last, First)
	38-38	Service Status (1=Served by a Migrant Teacher)
	40-41	Pretest Total Raw Score (0=Not Served by a Migrant Teacher)
	43-44	Posttest Total Raw Score
	46-47	Raw Score Gain

Attachment B-1

TITLE I MIGRANT

APPENDIX C

METROPOLITAN READINESS TESTS

Instrument Description: Metropolitan Readiness Tests (MRT)

Brief description of the instrument:

Eight tests that measure the skills needed in beginning reading and mathematics. These tests can be grouped into the following skills areas: auditory, visual, language, and quantitative. The battery composite contains a total of 97 items.

To whom was the instrument administered?

All first-grade students.

How many times was the instrument administered?

Once, to all first-grade students.

When was the instrument administered?

September 8 - 12, 1980. Make-up tests were administered the following week.

Where was the instrument administered?

In the classroom.

Who administered the instrument?

The classroom teacher.

What training did the administrators have?

Written instructions from ORE were provided to the counselor and principal. Any teacher inservice training that occurred was the responsibility of the counselor or principal on each campus.

Was the instrument administered under standardized conditions?

Standardized instructions were distributed. Individual variations in administration procedures may have occurred.

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems.

Who developed the instrument?

The 1933 version was developed by Dr. Gertrude H. Hildreth; the 1976 version was written by Joanne R. Nurss and Mary E. McGauvran.

What reliability and validity data are available on the instrument?

Reliability and validity data are available in the Teacher's Manual, Part II on pp. 24-25. The reliability of the Form P subtests, as summarized by Kuder-Richardson Formula 20 coefficients and split-half correlations, range from .72 to .95.

Are there norm data available for interpreting the results?

The standardizing sample of 18,002 first graders was chosen to represent a variety of geographic regions, community sizes, and socio-economic levels, from 17 school districts. The norming study, completed in fall, 1974, was fairly representative.

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Purpose

The first grade migrant students' pre-reading composite score on the MRT was gathered to answer the following information needs question:

Information Needs Question I4: What is the achievement level of the migrant students by grade? How many students at each grade level are at the A achievement level (achievement test score is at or above the National median); B achievement level (achievement test score is .01 to 1.00 below the National median) and C achievement level (achievement test score is 1.01 or more years below the National median)? How do they compare with the District average?

Procedure

On September 8-12, 1980, all first grade students in the District were administered the MRT. Make-up testing was conducted the following week of September 15-19, 1980. The procedures used in administering and scoring the MRT can be found in the Systemwide Evaluation Technical Report for 1980-81, ORE Publication Number 80.39, Appendix F.

Each first grade migrant students pre-reading composite score was accessed from the Systemwide Testing data tapes. Program DISTATP was used to gather frequency data on the students' scores. The data are on AISD file EV0MRT in the format in Attachment C-1.

Results

Information Needs Question I4: What is the achievement level of the migrant students by grade? How many students at each grade level are at the A achievement level (achievement test score is at or above the National median); B achievement level (achievement test level is .01 to 1.00 below the National median, and C achievement level (achievement test score is 1.01 or more years below the National median)? How do they compare with the District average?

Figure C-1 lists the number of migrant first graders who are at each of the A, B, and C achievement levels. The scores received ranged from the 91st percentile to below the first percentile. Twenty-four (20.0%) of the 120 migrant students who took the test were at or above the National median-the 50th percentile (the A achievement level). Fifty-seven (47.5%) of the migrant students scored from the 30th percentile to the 49th percentile (the B achievement level). Thirty-nine (32.5%) of the migrant students scored at or below the 29th percentile (the C achievement level).

Achievement Level	Number	Percent
A (50th or more Percentile)	28	23.3%
B (49th to 30th Percentile)	53	44.2%
C (29th Percentile or less)	39	32.5%

Figure C-1. NUMBERS AND PERCENTS OF 1980-81 MIGRANT FIRST GRADERS SCORING AT EACH ACHIEVEMENT LEVELS ON THE PRE-READING COMPOSITE OF THE MRT.

The AISD first graders on the average scored higher on the MRT pre-reading skills composite than did the migrant students. The District median score was the 51st percentile. In Figure C-2 are listed comparison percentages for AISD and migrant students by the 1st-3rd stanines, 4th -6th stanines, and 7th-9th stanines. As can be noted from Figure C-2, the AISD students as a whole scored considerably higher than did the migrant students. The majority of the AISD scores were in the 4-6 stanine range while the majority of the migrant scores were in the 1-3 stanine range.

Stanine	AISD (N=3987)	Migrant (N-120)
7-9	23.3%	5.8%
4-6	55.3%	46.7%
1-3	21.4%	47.5%

Figure C-2. COMPARISON OF PERCENTAGE OF AISD AND MIGRANT FIRST GRADERS WHO SCORED IN VARIOUS STANINE RANGES ON THE 1980-81 MRT PRE-READING COMPOSITE.

Page 1 of 1

80.40

FILE ID A / Q / J

CARD FILE LAYOUT

LOCATION:

✓ AISD EV0MRT

___UT PF____,____,______
acct. pass. file name

PROGRAM: Title I Migrant

YEAR: 1980-81

CONTENTS: Metropolitan Readiness Test (MRT(Scores - 1st grade

Field	Columns	Description
	1-3	File ID = AQJ
	4-6	School Code
	7-25	Student Name (Last First Middle)
	26-32	AISD ID
	34	Migrant Service Status 1 = Served 0 = Not Served by a Migrant Teacher
	36-37	Raw Score - Auditory
	38	Stanine - Auditory
	40-41	Raw Score - Visual
	42	Stanine - Visual
	44-45	Raw Score - Language
	46	Stanine - Language
	48 - 49	Raw Score - Pre-Reading Composite
	50	Stanine - Pre-Reading Composite
	52-53	Raw Score - Quantitative
	54	Stanine - Quantitative

C-5

Attachment C-1

TITLE I MIGRANT

APPENDIX D

IOWA TESTS OF BASIC SKILLS

Instrument Description: Iowa Tests of Basic Skills, 1978 Edition, Form 7

Brief description of the instrument:

Levels 7 and 8 were given to grades 1 and 2, respectively, to measure skills in the areas of Word Analysis, Vocabulary, Reading Comprehension, Spelling, Math Concepts, Math Problems, and Math Computation. ITBS levels 9-14 were administered to grades 3-8 with the test level for students in grades 4-6 chosen on the basis of their previous achievement scores (with teacher review). Levels 9-14 include subtests in all the areas mentioned for levels 7 and 8, except for Word Analysis. In addition, levels 9-14 include subtests measuring Capitalization, Punctuation, Usage, Visual Materials, and Reference Materials.

To whom was the instrument administered?

All elementary and junior high students, grades 1-8. Special education students were exempted as per Board Policy 5127 and its supporting administrative regulation. Students of limited English proficiency (LEP) were not exempt, but could be excused after one test on which they could not function validly. Scores for students who were monolingual or dominant in a language other than English were not included in the school or District summaries.

How many times was the instrument administered?

Once to each student.

When was the instrument administered?

The elementary schools administered the test April 28, 29, and 30, 1981. The dates for the junior high administration were February 17, 18, and 19. Tests were administered in the morning. Make-ups were administered the week after the regular testing.

Where was the instrument administered?

In each AISD elementary and junior high school, usually in the student's regular classroom.

Who administered the instrument?

Classroom teachers in the elementary schools. In the junior high schools, the counselor or principal administered the tests over the public address system using taped directions provided by ORE. Teachers acted as test monitors in their classrooms at these schools.

What training did the administrators have?

Building Test Coordinators participated in planning sessions prior to the testing. Teacher training was the responsibility of the Building Test Coordinator. However, teacher inservice training was available from ORE upon request. Teachers and counselors received written instructions from ORE, including a checklist of procedures and a script to follow in test administration.

Was the instrument administered under standardized conditions?

Yes. Standardized instructions were distributed. ORE personnel monitored in a random selection of classrooms with results indicating that testing conditions were reasonably consistent across the District.

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems with the instrument. Problems in the administration are documented in the monitors' reports which are available at ORE.

Who developed the instrument?

The University of Iowa. The ITBS is published by the Riverside Publishing Company (Houghton Mifflin Company).

What reliability and validity data are available on the instrument?

The reliability of the subtests, as summarized by Kuder-Richardson Formula 20 coefficient, ranges from .30 to .98, across subtests and levels. The issues of content and construct validity are addressed in the publisher's preliminary technical summary, pp. 13-15.

Are there norm data available for interpreting the results?

Norm data are available in the Teacher's Guide. The Teacher's Guide provides empirical norms (grade equivalent, percentile, stanine) for the fall and spring. Interpolated norms are available for midyear. National, large city, and school building norms are available.

IOWA TESTS OF BASIC SKILLS (ITBS)

Purpose

The grade one through eight migrant students' Reading Total scores on the ITBS gathered to answer the following decision, evaluation, and information needs questions:

- Decision Question D2. Should the K-12 Instructional Component (Communication Skills be continued as it is, modified, or deleted?

  Evaluation Question D2-1. Were the achievement objectives met?

  b) Grade 1

  c) Grades 2-6

  d) Grades 7-8

Information Need I4. What is the achievement level of the migrant students? How do they compare with the District average?

Procedure

On April 28-30, 1981, all AISD 1st-6th graders (except those with special education exemptions) were administered the ITBS. Make-ups were conducted the week of May 1st through 8th. All AISD 7th and 8th graders (except those with special education exemptions) were administered the ITBS on February 17-19, 1981. Make-ups were administered on February 20 through 27. The procedures used in administering and scoring the ITBS can be found in the Systemwide Evaluation Technical Report for 1980-81, ORE Publication Number 80.39 Appendix E.

Each 1st through 8th grade migrant students Reading Total score was accessed from the Systemwide Testing data tapes. Program DISTATP was used to gather frequency data on the students' scores. Program EV0ITBNO was used to compute gains on students who were served. The data are available at AISD on the unblocked tape, EV0ITBS. The data are in the layout in Attachment D-1.

Results

Evaluation Question D2-1. Were the achievement objectives met?

b) Grade 1

There were 46 migrant first grade students who had ITBS Reading Total scores. The average grade equivalent score was 1.4. The expected score for first graders is 1.8 grade equivalents. The objective for migrant first graders was to have an average score within one month of that expected. The objective as stated was not met since the migrant students were four months away from the expected score.

c) Grades 2-6

The migrant objective set three performance levels (A, B, and C) for gains on the ITBS. A students are those at or above the National median for that grade level; B students are those .01 to 1.0 year below the National median; and C students are those 1.01 or more below the National median. The ultimate goal of the program is that all students score at the A achievement level. The gains needed for each level (to reach the A level) range from 0 to 1 year to 2.01 or more years.

In Figure D-1 are presented the percent of migrant students (by grade) scoring at each level on the pre- and posttest, and the percents of students who made each level gain. The assessment of the achievement of the objectives set in this stratified manner is difficult to interpret. However, in examining the data in Figure D-1 the following can be noted: As grade increases (for both the pre- and posttest scores) the percents of students at the A and B level generally decreased and the percent at the C level increases; and although good gains were made at the 3rd, 4th, and 5th grades in terms of average gains, the percent of students needing to score at the C gain level (2.01 or more years) to gain grade level was not met--very few students made gains at the B and C levels.

d) Grades 7-8

The picture of achievement for 7th and 8th grade migrant students served by a Migrant teacher is much like that for grades 2-6. See Figure D-1. On the pre- and posttests, the majority of 7th and 8th graders were at the C achievement level. Although both groups made good average gains, especially the 7th graders, enough at each level did not make high enough gains to reach grade level. The 7th grade gains are especially impressive in that they were the only grade where the majority of gains were between 1.01 and 2 years, whereas the majority for the remaining grades were 1 year or below.

Information Need I4. What is the achievement level of the migrant students? How do they compare with the District average?

In Figure D-2 are listed the number and percent of migrant students in each grade who scored at the A, B, and C achievement levels in the Spring of 1981. The figures are based on all AISD migrant students who were tested. As can be noted from the figure, the majority of students scored at the C achievement level. There were more high scores at the first grade than any other grade.

Figure D-3 was prepared to give comparison figures for the AISD 1st through 8th graders and the AISD migrant 1st through 8th graders. As can be noted from the figure, the migrant scores were generally well below the AISD and National figures, and the AISD figures at the 50th and 75th percentiles were generally above the National norms.

	Expected Performance Level	Number and Percent of Students with Pretest Scores at Each Level	Number and Percent of Students with Posttest Scores at Each Level	Expected Gains Pre- to Posttest	Number and Percent of Students Making Gains at Each Level	Average Gain Made
Grade 2 (N=34)	A	10 (29.4%)	7 (20.6%)	0-1 year	27 (79.4%)	.7
	B	22 (64.7%)	15 (44.1%)	1.01-2 years	7 (11.8%)	
	C	2 (5.9%)	12 (35.3%)	2.01 or more years	0	
Grade 3 (N=47)	A	7 (14.9%)	9 (19.1%)	0-1 year	25 (53.2%)	1.0
	B	22 (46.8%)	14 (29.8%)	1.01-2 years	21 (44.7%)	
	C	16 (34.0%)	24 (51.1%)	2.01 or more years	1 (2.1%)	
Grade 4 (N=26)	A	1 (3.8%)	1 (3.8%)	0-1 year	16 (61.5%)	1.0
	B	11 (42.3%)	8 (30.8%)	1.01-2 years	10 (38.5%)	
	C	14 (53.8%)	17 (65.4%)	2.01 or more years	0 (0%)	
Grade 5 (N=22)	A	4 (18.2%)	4 (18.2%)	0-1 year	14 (53.8%)	0.9
	B	4 (18.2%)	5 (22.7%)	1.01-2 years	7 (31.8%)	
	C	14 (53.8%)	13 (59.1%)	2.01 or more years	1 (4.5%)	
Grade 6 (N=25)	A	5 (20.0%)	6 (24.0%)	0-1 year	12 (48.0%)	0.5
	B	7 (28.0%)	4 (16.0%)	1.01-2 years	11 (44.0%)	
	C	13 (52.0%)	15 (60.0%)	2.01 or more years	2 (8.0%)	
Grade 7 (N=34)	A	3 (8.8%)	2 (5.9%)	0-1 year	11 (32.4%)	1.6
	B	2 (5.9%)	1 (2.9%)	1.01-2 years	18 (52.9%)	
	C	29 (85.3%)	31 (91.2%)	2.01 or more years	5 (14.7%)	
Grade 8 (N=45)	A	2 (4.4%)	3 (6.7%)	0-1 year	30 (66.7%)	1.0
	B	10 (22.2%)	8 (17.8%)	1.01-2 years	5 (11.1%)	
	C	33 (73.3%)	34 (75.6%)	2.01 or more years	10 (22.2%)	

KEY A = At or above the National median
B = .01 to 1 year below the National median
C = 1.01 or more years below the National median

Figure D-1. COMPARISON OF EXPECTED AND ACTUAL GAINS FOR A, B, AND C LEVELS BY GRADE FOR MIGRANT STUDENTS IN GRADES 2-8 WITH A PRE- AND POSTTEST. These figures are only for students who were served by a Migrant teacher.

Page 1 of 2

FILE ID / /

CARD FILE LAYOUT

LOCATION:

___AISD___________

___UT PF_____,_____,__________
acct. pass. file name

PROGRAM: Title I Migrant

YEAR: 1980-81

CONTENTS: 1980 and 1981 Spring ITBS Reading Scores for Migrant Students in Grades 1-8 in 1980-81.

Field	Columns	Description
A	1-7	AISD ID
B	8-26	Student Name (last First Middle)
C	27-29	School Code at Pretest Time
D	30	Grade at Pretest Time
E	31-32	Level of Test Given
F	34-36	Raw Score (Reading Vocabulary)
G	37-40	Grade Equivalent (Reading Vocabulary)
H	41-42	Percentile
I	44-46	Raw Score (Reading Comprehension)
J	47-50	Grade Equivalent (Reading Comprehension)
K	51-52	Percentile (Reading Comprehension)
L	54-56	Raw Score (Reading Total)
M	57-60	Grade Equivalent (Reading Total)
N	61-62	Percentile (Reading Total)

Attachment D-1
(Page 1 of 2)

	Grade							
Achievement Level	1	2	3	4	5	6	7	8
A (50th Percentile or More)	48 (35.0%)	28 (24.1%)	18 (17.1%)	10 (11.2%)	12 (16.4%)	12 (17.1%)	4 (7.5%)	4 (6.5%)
B (49th-30th percentile)	36 (26.3%)	29 (25.0%)	30 (28.6%)	18 (20.2%)	8 (11.0%)	14 (20.0%)	5 (9.4%)	12 (19.4%)
C (29% or less)	53 (38.7%)	59 (50.9%)	57 (54.3%)	61 (68.5%)	53 (72.6%)	44 (62.9%)	44 (83.0%)	46 (74.1%)
Total	137 (100%)	116 (100%)	105 (100%)	89 (100%)	73 (100%)	70 (100%)	53 (100%)	62 (100%)

Figure D-2. NUMBERS AND PERCENTS OF 1980-81 MIGRANT 1ST - 8TH GRADERS SCORING AT EACH ACHIEVEMENT LEVEL ON THE ITBS READING TOTAL.

80.40

	1st		2nd		3rd		4th	
National Norm	AISD (N=3753)	MIGRANT (N=137)	AISD (N=3735)	Migrant (N=116)	AISD (N=3782)	Migrant (N=105)	AISD (N=4006)	Migrant (N=89)
75th %ile (3rd Quartile)	86th %ile	61st %ile	87th %ile	48th %ile	76th %ile	40th %ile	80th %ile	32nd %ile
50th %ile (Median)	62nd %ile	33rd %ile	60th %ile	24th %ile	53rd %ile	24th %ile	54th %ile	14th %ile
25th %ile (1st Quartile)	35th %ile	20th %ile	30th %ile	8th %ile	26th %ile	13th %ile	25th %ile	3rd %ile

	5th		6th		7th		8th	
National Norm	AISD (N=3808)	Migrant (N=72)	AISD (N=3558)	Migrant (N=70)	AISD (N=3714)	Migrant (N=53)	AISD (N=3795)	Migrant (N=62)
75th %ile (3rd Quartile)	84th %ile	38th %ile	81st %ile	41st %ile	79th %ile	25th %ile	79th %ile	31st %ile
50th %ile (Median)	59th %ile	15th %ile	57th %ile	17th %ile	52nd %ile	19th %ile	52nd %ile	14th %ile
25th %ile (1st Quartile)	27th %ile	4th %ile	27th %ile	6th %ile	24th %ile	9th %ile	22nd %ile	7th %ile

Figure D-3. MEDIAN AND QUARTILE COMPARISONS ON THE ITBS READING TOTAL FOR THE NATIONAL SAMPLE, AISD STUDENTS, AND MIGRANT STUDENTS BY GRADE LEVEL.

Page 2 of 2

FILE ID 4 1

CARD FILE LAYOUT

LOCATION:

PROGRAM:

AISD

YEAR:

UT PF _____, _____, __________

acct. pass. file name

80.40

CONTENTS: 1980 and 1981 Spring ITBS Reading Scores for Migrant Students in Grades 1-8 in 1980-81.

Field	Columns	Description
	64-99	Repeat of fields C-N for Posttest Date
	101-101	Migrant Service Status 1 = Served 0 = Not Served
	103-105	Raw Score Gain - Vocabulary
	107-109	Raw Score Gain - Reading Comprehension
	111-113	Raw Score Gain - Reading Total

D-10

Attachment D-1
(continued, page 2 of

TITLE I MIGRANT

APPENDIX E

CALIFORNIA ACHIEVEMENT TESTS (1970)

Brief description of the instrument:

The California Achievement Tests (CAT) are a battery of standardized achievement tests. Two reading subtests (Vocabulary and Comprehension) were administered to students in grades 2 - 6.

To whom was the instrument administered?

The CAT was administered as a pretest makeup to migrant students in grades 2-6, who did not have an ITBS score from the Spring of 1980.

How many times was the instrument administered?

Once to each migrant student in grades 2-6 who did not have an ITBS score.

When was the instrument administered?

October 22, 1980 through December 10, 1980.

Where was the instrument administered?

In the classroom or in the school cafeteria.

Who administered the instrument?

Classroom teachers administered the tests during the districtwide testing. The Migrant teachers administered the tests during the special Migrant testing.

What training did the administrators have?

Detailed instructions were provided.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

CTB/McGraw-Hill.

What reliability and validity data are available on the instrument?

The reliabilities of the reading tests as reported in the test manual are acceptable. Items for the CAT were written after examination of the curricular objectives of a wide variety of state approved reading texts, and were selected on the basis of item difficulty. The content validity of the CAT is based upon this instrument development procedure.

Are there norm data available for interpreting the [illegible]s?

National norms are available.

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California Achievement Tests (1970)

Purpose

The California Achievement Test (CAT) 1970 was gathered to aid in answering:

> Evaluation Question D2-1: Were the achievement objectives met for Grades 2-6?
>
> The evaluation of the meeting of this objective will be discussed in Appendix D, Iowa Tests of Basic Skills (ITBS) since the CAT 70 was given only to makeup those students not having scores from the spring 1980 districtwide ITBS testing. The makeup scores were then to be converted to ITBS scores via an equating study to be used in the measurement of the objectives.
>
> The main purpose of this appendix is to document the steps taken in giving the CAT 70.

Procedure

On October 21, 1981, the elementary teachers were sent a memo explaining the fall pretest makeup needed (see Attachment E-1). Each teacher was sent a list of students for whom no ITBS Reading Total score was available from the spring of 1980. All testing materials were included with the memo including the appropriate level of Teacher Checklist for the test administration (Attachments E-2 through E-4). On November 24th, a reminder was sent to the teachers (Attachment E-5). After the pretest makeup testing efforts were completed, a letter thanking the teachers for their cooperation was sent (Attachment E-6), as well as the scores of the students who took the makeups.

The Migrant Evaluator handscored the tests received. Out of the 20 students who had been identified as needing pretest make-ups: four were tested; ten were in special education classes for more than three hours per day and therefore exempted from testing; three students' ITBS scores were located by the teachers; and three were not tested.

Due to the very small number of tests received, it is felt consideration should be given to discontinuing this effort in the future (based on the number of make-ups needed). The migrant students are frequently stationary in the District and generally tested in the districtwide achievement testing efforts. The districtwide testing efforts are the best source for getting high percentages of migrant students tested.

80.40

AUSTIN INDEPENDENT SCHOOL DISTRICT — Attachment E-1

Office of Research and Evaluation

October 21, 1980

TO: Elementary Migrant Teachers

Catherine Christner

FROM: Catherine Christner, Migrant Evaluator

SUBJECT: Fall Makeup Tests for Migrant Students

Enclosed is a list of grades 2 - 6 migrant students at your school who do not have an achievement test score from last spring. This list includes both students you are serving and those you have not served.

If a migrant student does not have a score from last spring, he/she needs to be given a makeup test in the fall of 1980 in order to evaluate achievement gains. Also, any new migrant students who have entered your school this year need to be administered a pretest makeup.

This year we are handling the makeups differently. Rather than having set times, we are leaving the scheduling of the sessions (or individual administrations) up to you. Try to test new students within a week of their arrival in your class. All pretest makeups should be completed by December 5, 1980.

The following test materials are enclosed:

- a teacher checklist
- CAT (1970) Examiner's Manual (one or more, depending on your students' grade levels)
- test booklets
- answer sheets

I have given you extra materials to cover any new students who might enter your class before December 5. If a student enters after this time, there is no need to give them a makeup.

PLEASE KEEP ALL TEST MATERIALS IN A SECURE LOCATION

All testing materials (except the checklist) should be accounted for and returned to me by December 10, 1980. Please return the completed answer sheets or test booklets as soon as you test so we can score them and let you know the students' scores. Be sure each answer sheet or test booklet has the student's name, correct I. D., school name, date of testing, grade, level, and form of the test.

Please call me if you need more materials, have questions, or run into any problems with the testing.

Approved: Freda Holley
Director, Office of Research and Evaluation

Approved: Roberta Hartung
Acting Director, Elementary Education

CC:rrf
Enclosures

cc: Lee Laws - Oscar Cantú - José Mata - Elementary Principals with Migrant Teach

MIGRANT TEACHER CHECKLIST FOR LEVEL 1
OF THE 1970 CALIFORNIA ACHIEVEMENT TEST

Students in grade 2 should be given the Reading Section of the CAT level 1. You will be administering both the Vocabulary and Reading Comprehension subtests.

BEFORE TESTING

_____1. READ THESE INSTRUCTIONS: This memo provides an overview of what must be done.

_____2. READ THE TEST MANUAL: Reading the test manual allows you to become familiar with this particular test and helps you discover questions concerning the test procedure before the actual testing session. It is unnecessary to read the entire manual, but pages 11-14, 16-28 must be closely read and thoroughly understood.

_____3. DETERMINE WHEN AND WHERE TESTS ARE TO BE ADMINISTERED. The exact time (before December 5, 1980) and place of testing is up to the discretion of you and the principal.

a) 10 minutes for preliminary activities (general directions for testing, etc.)

b) 37 minutes for the Vocabulary subtest

c) 20 minutes for the Reading Comprehension subtest.

_____4. PREPARE STUDENTS FOR TESTING: In preparing the students for testing, keep the following points in mind.

a) Test results are used to help school staffs in planning and evaluating programs; they are not used to determine grades.

b) Few students can correctly answer all or even most of the questions on these tests. The important thing is for each student to show the schools those questions for which the student does know the correct answer.

c) Don't overly emphasize the seriousness of taking the test, but don't belittle the test either. Teacher attitude is critical; if teachers take the tests seriously, it is more likely that students will try their best.

d) The students should answer all questions on the tests, even if they are not sure of the answer. This, of course, does not mean that they should answer the test questions randomly, but they should indicate their best guess as to the answer when they are not sure.

e) Remind students to bring two No. 2 pencils.

_____5. REVIEW THE TEST MANUAL PRIOR TO ADMINISTERING THE TEST.

_____6. STUDENT IDENTIFICATION: Although you may ask each student to complete the identifying information on his/her test booklet, it will save testing and instructional time if you complete the identifying information on the test booklet prior to testing. Please include the following on the test booklet: student's name, correct I. D., school name (and number), date of testing, grade, level, and form of the test.

THE DAY OF TESTING

_____7. MATERIALS NECESSARY FOR ADMINISTRATION:

___a. Sufficient test booklets.
___b. Extra No. 2 pencils.
___c. A stop watch or other timepiece with a second hand.
___d. Scratch paper (for the Comprehension subtest).
___e. Sign for your door reading "TESTING, DO NOT DISTURB."

_____8. STUDENT IDENTIFICATION: See Number 6, above. Ask students to complete the information if not already done.

_____9. ADMINISTRATION: Administer the tests following the directions on pages 17-28 of the manual. When administering the tests, remember:

a) You may repeat pretest instructions or rephrase instructions if necessary to ensure that students understand what is to be done. (How to mark the booklet, etc.).

b) You may not rephrase the test questions, explain what a word in a test question means, etc. (Otherwise, the percentile scores will not correctly indicate student achievement levels).

c) Allow students exactly the time prescribed.

d) Take note during the testing periods of any abnormal student behaviors which may invalidate the student's test scores. Wait a few days and readminister the test to that student.

AFTER TESTING

____10. Fill in the student's AISD identification number on the back of the student's test booklet if you have not already done so. *It is very important all identification numbers are accurate and legible.*

____11. MAKEUP TESTING: Arrangements must be made so that students who missed one or more subtests can be tested. Makeup testing, like all standardized testing, must be done in a quiet area, free from distractions. Someone must be present to monitor the students.

____12. RETURN OF TESTING MATERIALS: Return the completed test bookets to ORE as soon as testing is completed, so we can score them and notify you of your students' scores. Return all other testing materials (except the checklist) to me by December 10, 1980. Please send the test booklets and other testing materials via school mail to:

Catherine Christner
Adm. Bldg., Box 79

MIGRANT TEACHER CHECKLIST FOR LEVEL 2
OF THE 1970 CALIFORNIA ACHIEVEMENT TEST

Students in grades 3, 4, and 5 should be given the Reading Section of the CAT level 2. You will be administering both the Vocabulary and Reading Comprehension subtests.

BEFORE TESTING

_____1. READ THESE INSTRUCTIONS: This memo provides an overview of what must be done.

_____2. READ THE TEST MANUAL: Reading the test manual allows you to become familiar with this particular test and helps you discover questions concerning the test procedure before the actual testing session. It is not necessary to read the entire manual, but pages 11-14, 18-24 must be closely read and thoroughly understood.

_____3. DETERMINE WHEN AND WHERE TESTS ARE TO BE ADMINISTERED: The exact time (before December 5, 1980) and place of testing is up to the discretion of you and the principal.

a) 10-20 minutes for preliminary activities (general directions for testing, etc.)

b) 20 minutes for the Vocabulary subtest

c) 30 minutes for the Reading Comprehension subtest.

_____4. PREPARE STUDENTS FOR TESTING: In preparing the students for testing, keep the following points in mind.

a) Test results are used to help school staffs in planning and evaluating programs; they are not used to determine grades.

b) Few students can correctly answer all or even most of the questions on these tests. The important thing is for each student to show the schools those questions for which the student does know the correct answer.

c) Don't overly emphasize the seriousness of taking the test, but don't belittle the test either. Teacher attitude is critical; if teachers take the tests seriously, it is more likely that students will try their best.

d) The students should answer all questions on the tests even if they are not sure of the answer. This, of course, does not mean that they should answer the test questions randomly, but they should indicate their best guess as to the answer when they are not sure.

e) Remind students to bring two No. 2 pencils.

_____5. REVIEW THE TEST MANUAL PRIOR TO ADMINISTERING THE TEST:

_____6. COMPLETING STUDENT IDENTIFYING DATA ON TEST BOOKLETS: Although you may ask students to complete their own identifying information on their test booklets, it will save testing and instructional time if you complete the information prior to testing. Please include the following on the test booklet: Student's name, correct I. D., school name (and number), date of testing, grade, and level and form of the test.

THE DAY OF TESTING

_____7. MATERIALS NECESSARY FOR ADMINISTRATION:

- ___a. Sufficient test booklets.
- ___b. Extra No. 2 pencils.
- ___c. A stop watch or other timepiece with a second hand.
- ___d. Scratch paper (for the Comprehension subtest).
- ___e. Sign for your door reading "TESTING, DO NOT DISTURB."

_____8. COMPLETING STUDENT DATA ON TEST BOOKLETS: See number 6 above. Ask students to complete the data requested if you have not already done so.

_____9. ADMINISTRATION: Administer the tests following the directions on pages 19-24 of the manual. When administering the tests, remember:

a) You may repeat pretest instructions or rephrase instructions if necessary to ensure that students understand what is to be done. (How to mark the booklet, etc.).

b) You may not rephrase the test questions, explain what a word in a test question means, etc. (Otherwise, the percentile scores will not correctly indicate student achievement levels).

c) Allow students exactly the time prescribed.

d) Take note during the testing periods of any abnormal student behaviors which may invalidate the student's test scores. Wait a few days and readminister the test to that student.

AFTER TESTING

_____10. Fill in the student's AISD identification number on the back of the student's test booklet if not already done. *It is very important all identification numbers are accurate and legible.*

_____11. MAKEUP TESTING: Arrangements must be made so that students who missed one or more subtests can be tested. Makeup testing, like all standardized testing, must be done in a quiet area, free from distractions. Someone must be present to monitor the students.

_____12. RETURN OF TESTING MATERIALS: Return the completed test booklets to ORE as soon as testing is completed so we can score them and then notify you of your students' scores. Return all other testing materials (except the checklist) to me by December 10, 1980. Send all test booklets and other testing materials via school mail to:

Catherine Christner
Adm. Bldg., Box 79

MIGRANT TEACHER CHECKLIST FOR LEVEL 3 OF THE 1970 CALIFORNIA ACHIEVEMENT TEST

Students in grade 6 should be given the Reading Section of the CAT Level 3. You will be administering both the Vocabulary and Reading Comprehension subtests.

BEFORE TESTING

_____1. READ THESE INSTRUCTIONS: This memo provides an overview of what must be done.

_____2. READ THE TEST MANUAL: Reading the test manual allows you to become familiar with this particular test and helps you discover questions concerning the test procedure before the actual testing session. It is not necessary to read the entire manual, but pages 10-14, 15-20 must be closely read and thoroughly understood.

_____3. DETERMINE WHEN AND WHERE TESTS ARE TO BE ADMINISTERED: The exact time (before December 5, 1980) and place of testing is up to the discretion of you and the principal.

a) 10 - 20 minutes for preliminary activities (general directions for testing, etc.)

b) 15 minutes for the Vocabulary subtest

c) 38 minutes for the Reading Comprehension subtest.

_____4. PREPARE STUDENTS FOR TESTING: In preparing the students for testing, keep the following points in mind.

a) Test results are used to help school staffs in planning and evaluating programs; they are not used to determine grades.

b) Few students can correctly answer all or even most of the questions on these tests. The important thing is for each student to show the schools those questions for which the student does know the correct answer.

c) Don't overly emphasize the seriousness of taking the test, but don't belittle the test, either. Teacher attitude is critical; if teachers take the tests seriously, it is more likely that students will try their best.

d) The students should answer all questions on the tests, even if they are not sure of of the answer. This, of course, does not mean that they should answer the test questions randomly, but they should indicate their best guess as to the answer when they are not sure.

e) Remind students to bring two No. 2 pencils.

_____5. REVIEW THE TEST MANUAL PRIOR TO ADMINISTERING THE TEST:

_____6. ANSWER SHEET IDENTIFYING INFORMATION: Although you may ask each student to complete his/her answer sheet, it will save testing and instructional time if you complete the identifying information on the answer sheets prior to testing. Please include the following on the answer sheet: Student's name, correct I. D., school name (and number), date of testing, grade, level, and form of the test.

THE DAY OF TESTING

_____7. MATERIALS NECESSARY FOR ADMINISTRATION:

___a. Answer sheets
___b. Sufficient test booklets.
___c. Extra No. 2 pencils.
___d. A stop watch or other timepiece with a second hand.
___e. Scratch paper (for the Comprehension subtest).
___f. Sign for your door reading "TESTING, DO NOT DISTURB."

_____8. ANSWER SHEET IDENTIFYING INFORMATION: See Number 6, above. Ask students to complete the information if not already done.

_____9. ADMINISTRATION: Administer the tests following the directions on pages 15-20 of the manual. When administering the tests, remember:

a) You may repeat pretest instructions or rephrase instructions if necessary to ensure that students understand what is to be done. (How to mark the answer sheet.)

b) You may not rephrase the test questions, explain what a word in a test question means, etc. (Otherwise, the percentile scores will not correctly indicate student achievement levels.)

c) Allow students exactly the time prescribed.

d) Take note during the testing periods of any abnormal student behaviors which may invalidate the student's test scores. Wait a few days and readminister the test to that student.

AFTER TESTING

____10. Fill in the student's AISD identification number on the student's answer sheet if you have not already done so. *It is very important all identification numbers are accurate and legible.*

____11. MAKEUP TESTING: Arrangements must be made so that students who missed one or more subtests can be tested. Makeup testing, like all standardized testing, must be done in a quiet area, free from distractions. Someone must be present to monitor the students.

____12. RETURN OF TESTING MATERIALS: Return the answer sheets to ORE as soon as testing is completed, so we can score them and then notify you of your students' scores. Return all other testing materials (except the checklist) to me by December 10, 1980.

Send answer sheets and other testing materials via school mail to:

Catherine Christner
Adm. Bldg., Box 79

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 24, 1980

TO: Elementary and Secondary Migrant Teachers

Catherine Christner

FROM: Catherine Christner, Migrant Evaluator

SUBJECT: Reminder to Complete Pretest Make-ups by December 5

I just wanted to remind you to complete your achievement test (pretest) make-ups by December 5.

Many of you have called to let me know that a student whose name I sent you was not at your school or was in special education resource most of the day and therefore not testable. I would appreciate it when you send your test materials back to me that for each student without a make-up test, you let me know why they were not tested--not at your school, or in special education resource most of the day, etc. This will really help us in updating our records.

All your efforts in testing are greatly appreciated.

Approved: Freda M Holley
Director, Office of Research and Evaluation

Approved: Roberta Hartung
Acting Director, Elementary Education

Approved: Lawrence Buford
Director, Secondary Education

CC:rrf

cc: Lee Laws
José Mata
Oscar Cantú
Principals of Schools with Migrant Teachers

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

December 12, 1980

TO: Elementary and Secondary Migrant Teachers

FROM: Catherine Christner, Title I Migrant Evaluator

SUBJECT: Pretest Make-up Achievement Testing

Thank you for all your efforts in administering the pretest achievement makeups, as well as your corrections on the test rosters you were sent. For those teachers who administered makeups, enclosed is a list of the students tested at your school. Adjacent to each student's name is the Reading Total raw score and the Reading Total grade equivalent score the student received on the CAT. These scores are provided for informational purposes, and you are not responsible for recording or analyzing them in any way.

Call me if you have any questions.

Approved: Freda M Holley
Director, Office of Research and Evaluation

Approved: Roberta Hartung
Acting Director, Elementary Education

Approved: Lawrence Buford
Director, Secondary Education

CC:rrf
Enclosure

cc: Lee Laws
Oscar Cantū
Josá Mata
Principals of Migrant Teachers Addressed

TITLE I MIGRANT

APPENDIX F

CALIFORNIA ACHIEVEMENT TESTS (1977)

Instrument Description: California Achievement Tests (1977)

Brief description of the instrument:

The California Achievement Tests, 1977 edition (CAT, 1977) are a battery of standardized achievement tests. The two reading subtests (Vocabulary and Reading Comprehension) were administered to migrant students in grades 7-12.

To whom was the instrument administered?

The CAT (1977) was administered as a posttest to students in grades 7-12. For a few migrant students in grades 7-12, it served as a pretest makeup. Only migrant students who received instructional services from a Migrant teacher were pre and posttested with the CAT (1977).

How many times was the instrument administered?

Once to those students with CAT (1970) scores from the spring of 1980. Twice to those students without a CAT (1970) score from the spring of 1980.

When was the instrument administered?

Pretest makeups were in November-December of 1980. Posttests were conducted during the week of March 23-27, 1981.

Where was the instrument administered?

In a classroom or the cafeteria at the student's school.

Who administered the instrument?

The Migrant teacher.

What training did the administrators have?

Detailed instructions were provided.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

CTB/McGraw-Hill.

What reliability and validity data are available on the instrument?

The reliabilities of the reading subtests as reported in the test manual are acceptable. Items for the CAT were written after examination of the curriculum objectives of a wide variety of state-approved reading texts, and were selected in the basis of item difficulty. The content validity of the CAT is based upon this instrument development procedure.

Are there norm data available for interpreting the results?

Yes.

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CALIFORNIA ACHIEVEMENT TESTS (1977)

The California Achievement Tests (CAT), 1977 edition were administered to migrant students in grades 7-12 to answer the following decision and evaluation questions:

> Decision Question D-2: Should the K-12 Instructional Component (Communication Skills) be continued as it is, modified, or deleted?
>
> > Evaluation Question D2-1: Were the achievement objectives met?
> >
> > d) Grades 7-8
> >
> > e) Grades 9-12

Procedure

On September 29, 1981, the Migrant Evaluator met with the secondary teachers to discuss changes in achievement testing at the secondary level. First the CAT 77 was to replace the CAT 70 since it was a more current test, and the students had not seen it so often. The students in junior high had been taking Level 3 of the CAT 70, Form A and would now be taking the Level 15 of the CAT 77, Form C. The senior high students had been taking Level 4 of the CAT 70, Form A and would now be taking Level 17 of the CAT 77, Form C. In the past, secondary students had only taken the Vocabulary Test. It was felt this was not a complete enough measure of their achievement level, so this year they were also to be given the Reading Comprehension Test. For comparison purposes with last year, only the Vocabulary scores could be used. An equating study furnished by CTB McGraw-Hill, the CAT publishers is the means by which the test scores were to be compared. The teachers were very accepting of these changes.

On October 21, the teachers were sent information about conducting the pretest make-ups (Attachment F-1). They were given a list of students at their school for whom we had no scores from the spring of 1980. A teacher checklist (Attachment F-2) was included to aid in their planning. A reminder letter was sent near the end of the testing period (Attachment F-3). Shortly before the Christmas holidays, the teachers were sent a thank-you letter (Attachment F-4) plus the test scores of their students.

On March 10, the secondary teachers were sent a memo to prepare them for the spring testing (Attachment F-5). A slightly revised teacher checklist (Attachment F-6) was also included. The test materials were delivered by the Evaluator on March 18 and the test materials and completed tests were picked up on March 27 (except at one school where special arrangements were made with the teacher).

The tests were hand scored by the Migrant Evaluator. The scores for each teacher's students were sent to him/her (Attachment F-7) early in April.

The achievement data were keypunched and verified in the format in Attachment F-8. The data were merged with the CAT 70 scores from the spring of 1980 and stored on AISD tape EV0CAT810103 in the format in Attachment F-9. Frequencies on the pretest, posttest, and gains were obtained using DISTATP.

Results

The results reported here are only for grades 9-12, as the gains were computed for 7th and 8th graders with the ITBS Reading Total scores (see Appendix D). Seventh graders this year were 6th graders last year and took the ITBS--they were not tested with the CAT 70. This year they took the CAT 77. There is no equating study between the ITBS and the CAT 70, and equating scores from the ITBS, to the CAT 70 to the CAT 77 was felt to be too prone to add error to the gain calculations of such small numbers of students. Also the pretest makeups resulted in only 3 students' scores in the 7th grade and no additional scores in the 8th grade. There was a much larger number of 7th and 8th grade students tested with the ITBS (who had both pre- and posttests) than there were tested with the CAT 77, therefore the CAT 77 scores were not used.

It is recommended in future evaluations that to measure the achievement of 7th and 8th graders, their ITBS Reading Total scores be used from the districtwide achievement testing efforts. Although these students generally were not tested off level (some may have been as 6th graders in the spring of 1980), the ITBS scores (as shown in Appendix D) were very able to pick up the achievement gains made by 7th and 8th graders this year. Not conducting special testing will allow more time for the teachers to use instructionally and will prevent the students from being tested an additional time in the year.

Evaluation Question D2-1. Were the achievement objectives met for grades 9-12?

The Migrant objective set three performance levels (A, B, and C) for gains on the CAT 77. "A" students are those who are at or above the National median for that grade level; "B" students are those .01 to 1.0 year below the National median; and "C" students are those 1.01 or more below the National median. The ultimate goal of the program is that all students scored at the A achievement level. The gains needed for each level (to reach the A level) range from 0 to 1 year to 2.01 or more years.

In Figure F-1 are presented the percent of migrant students by grade scoring at each level on the pre- and posttest, and the percent of students who made each level gain. The assessment of the achievement of the objectives set in this stratified manner is difficult to interpret.

These data should be interpreted cautiously for three reasons: the numbers at each grade level are relatively small so one student may really inflate or deflate the gains made; the scores reported are only based on a short Vocabulary Test and may not be a complete enough measure of the students' achievement; and finally these students' scores from the Spring of 1980 on the CAT 70 were converted via an equating study to CAT 77 scores and are possibly subject to some error via this conversion process.

Keeping the aforementioned factors in mind, the following can be noted from Figure F-1. The great majority of students at all levels were in the C level on the pretest; even more moved to the C level on the posttest. Although gains at the 9th grade were fairly good (9 gained 1.01 or more years), their scores were so low they still were very far from reaching grade level. The majority of gains were at 1 year or less, and at grade 11, five of the ten students showed negative gains from pre- to posttest. There was only one 12th grader who was served and pre- and posttested. The student had a pretest mean grade equivalent of 6.1 and showed negative gain on the posttest. The achievement results for the senior high students at all grades are not at all promising. Most of the students were many (4-6) grade levels below where they should be for their grade.

It appears therefore the achievement objectives were not met.

	Expected Performance Level	Number and Percent of Students with Pretest Scores at Each Level	Number and Percent of Students with Posttest Scores at Each Level	Expected Gains Pre- to Posttest	Number and Percent of Students Making Gains at Each Level	Average Gain Made
Grade 9 (N=21)	A	1 (4.8%)	0 (0%)	0-1 year	12 (57.1%)	.3
	B	3 (14.3%)	1 (4.8%)	1.01-2 years	6 (28.6%)	
	C	17 (81.0%)	20 (95.2%)	2.01 or more years	3 (14.3%)	
Grade 10 (N=17)	A	1 (5.9%)	0 (0%)	0-1 year	12 (70.6%)	.1
	B	2 (11.8%)	0 (0%)	1.01-2 years	4 (23.5%)	
	C	14 (82.4%)	17 (100%)	2.01 or more years	1 (5.9%)	
Grade 11 (N=10)	A	1 (10.0%)	0 (0%)	0-1 year	10 (100%)	-.5
	B	0 (0%)	0 (0%)	1.01-2 years	0 (0%)	
	C	9 (90.0%)	10 (100%)	2.01 or more years	0 (0%)	

Figure F-1. COMPARISON OF EXPECTED AND ACTUAL GAINS FOR A, B, AND C LEVELS BY GRADE FOR MIGRANT STUDENTS IN GRADES 9-11 WITH A PRE- AND POSTTEST. These figures include only those students who were served by a Migrant teacher.

80.40

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Attachment F-1

October 21, 1980

TO: Secondary Migrant Teachers

Catherine Christner

FROM: Catherine Christner, Migrant Evaluator

SUBJECT: Fall Makeup Tests for Migrant Students

Enclosed is a list of migrant students at your school who do not have an achievement test score from last spring. This list includes both students you are serving, as well as those you are not.

If a migrant student does not have a score from last spring, he/she needs to be given a make-up test in the fall of 1980 in order to evaluate achievement gains. Also, any new migrant students who have entered your school this year need to be administered a pretest makeup. Try and test these new students within one week of their entry into your class. All pretest makeups should be completed by December 5, 1980.

The following test materials are enclosed:

- a teacher checklist
- a CAT (197) Examiner's Manual
- test booklets
- answer sheets

I have given you extra materials to cover any new students who may enter your classes before December 5. If they enter after this time, there is no need to give them a makeup.

PLEASE KEEP ALL TEST MATERIALS IN A SECURE LOCATION

All testing materials (except the checklist) should be accounted for and returned to me by December 10, 1980. Please return the completed answer sheets as soon as you test so we can score them and let you know the students' scores. Be sure each answer sheet has the student's name, correct I.D., school name, date of testing, grade, level and form of the test.

Please call me if you need more materials, have questions, or run into any problems with the testing.

Approved: Freda M. Holley
Director, Office of Research and Evaluation

Approved: Lawrence Buford
Director, Secondary Education

CC:rrf
Enclosures

cc: Lee Laws
Oscar Cantu
José Mata
Secondary Principals with Migrant Teachers

Attachment F-2
(Page 1 of 3)

MIGRANT TEACHER CHECKLIST FOR LEVEL 15 AND LEVEL 17 OF THE 1977 CALIFORNIA ACHIEVEMENT TEST

Students in grades 7 and 8 should be given the Reading Section of the 1977 CAT, Level 15. Students in grades 9 - 12 should be given the Reading Section of the 1977 CAT, Level 17. Students in Grades 7 - 12 will be taking both the Reading Vocabulary and Reading Comprehension subtests.

BEFORE TESTING

_____1. READ THESE INSTRUCTIONS: This memo provides an overview of what must be done.

_____2. READ THE TEST MANUAL: Reading the test manual allows you to become familiar with this particular test and helps you discover questions concerning the test procedure before the actual testing session. It is not necessary to read the entire manual, but pages 7 - 11, 21 - 25 must be closely read and thoroughly understood. Also, please especially note the first paragraph on page 18 about giving oral directions.

_____3. DETERMINE WHEN AND WHERE TESTS ARE TO BE ADMINISTERED: The exact time (before December 5, 1980) and place of testing is up to the discretion of you and the principal.

- a) 10 - 20 minutes for preliminary activities (general directions for testing, etc.).
- b) 16 minutes for the Reading Vocabulary subtest.
- c) 38 minutes for the Reading Comprehension subtest.

_____4. PREPARE STUDENTS FOR TESTING: In preparing the students for testing, keep the following points in mind.

- a) Test results are used to help school staffs in planning and evaluating programs; they are not used to determine grades.
- b) Few students can correctly answer all or even most of the questions on these tests. The important thing is for each student to show the schools those questions for which the student does know the correct answer.

c) Don't overly emphasize the seriousness of taking the test, but don't belittle the test either. Teacher attitude is critical; if teachers take the tests seriously, it is more likely that students will try their best.

d) The students should answer all questions on the tests even if they are not sure of the answer. This, of course, does not mean that they should answer the test questions randomly, but they should indicate their best guess as to the answer when they are not sure.

e) Remind students to bring two No. 2 pencils.

_____5. REVIEW THE TEST MANUAL PRIOR TO ADMINISTERING THE TEST.

_____6. ANSWER SHEET IDENTIFYING INFORMATION: Although you may ask each student to complete his/her answer sheet, it will save testing and instructional time if you complete the identifying information on the answer sheets prior to testing. Please include the following on the answer sheet: Student's name, correct I. D., school name (and number), date of testing, grade, level, and form of the test .

THE DAY OF TESTING

_____7. MATERIALS NECESSARY FOR ADMINISTRATION:

___a. Answer sheets
___b. Sufficient test booklets.
___c. Extra No. 2 pencils.
___d. A stop watch or other timepiece with a second hand.
___e. Scratch paper (for the Comprehension subtest).
___f. Sign for your door reading "TESTING, DO NOT DISTURB."

_____8. ANSWER SHEET IDENTIFYING INFORMATION: See Number 6, above. Ask students to complete this information if not already done.

_____9. ADMINISTRATION: Administer the tests following the directions on pages 21-25 of the manual. When administering the tests, remember:

a) You may repeat pretest instructions or rephrase instructions if necessary to ensure that students understand what is to be done. (How to mark the booklet, etc.).

b) You may not rephrase the test questions, explain what a word in a test question means, etc. (Otherwise, the percentile scores will not correctly indicate student achievement levels).

c) Allow students exactly the time prescribed.

d) Take note during the testing periods of any abnormal student behaviors which may invalidate the student's test scores. Wait a few days and readminister the test to the student.

____10. Fill in the student's AISD identification number on the student's answer sheet if you have not already done so. *It is very important all identification numbers are accurate and legible.*

____11. MAKEUP TESTING: Arrangements must be made so that students who missed one or more subtests can be tested. Makeup testing, like all standardized testing, must be done in a quiet area free from distractions. Someone must be present to monitor the students.

____12. RETURN OF TESTING MATERIALS: Return the answer sheets to ORE as soon as testing is completed, so we can score them and then notify you of your students' scores. Return all other testing materials (except the checklist) to me by December 10, 1980.

Send answer sheets and other testing materials via school mail to:

Catherine Christner
Adm. Bldg., Box 79

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 24, 1980

TO: Elementary and Secondary Migrant Teachers

FROM: Catherine Christner, Migrant Evaluator
Catherine Christner

SUBJECT: Reminder to Complete Pretest Make-ups by December 5

I just wanted to remind you to complete your achievement test (pretest) make-ups by December 5.

Many of you have called to let me know that a student whose name I sent you was not at your school or was in special education resource most of the day and therefore not testable. I would appreciate it when you send your test materials back to me that for each student without a make-up test, you let me know why they were not tested--not at your school, or in special education resource most of the day, etc. This will really help us in updating our records.

All your efforts in testing are greatly appreciated.

Approved: Freda M Holley
Director, Office of Research and Evaluation

Approved: Roberta Hartung
Acting Director, Elementary Education

Approved: Lawrence Buford
Director, Secondary Education

CC:rrf

cc: Lee Laws
José Mata
Oscar Cantú
Principals of Schools with Migrant Teachers

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

December 12, 1980

TO: Elementary and Secondary Migrant Teachers

FROM: Catherine Christner, Title I Migrant Evaluator

SUBJECT: Pretest Make-up Achievement Testing

Thank you for all your efforts in administering the pretest achievement makeups, as well as your corrections on the test rosters you were sent. For those teachers who administered makeups, enclosed is a list of the students tested at your school. Adjacent to each student's name is the Reading Total raw score and the Reading Total grade equivalent score the student received on the CAT. These scores are provided for informational purposes, and you are not responsible for recording or analyzing them in any way.

Call me if you have any questions.

Approved: Freda M Holley
Director, Office of Research and Evaluation

Approved: Roberta Hartung
Acting Director, Elementary Education

Approved: Lawrence Buford
Director, Secondary Education

CC:rrf
Enclosure

cc: Lee Laws
Oscar Cantú
José Mata
Principals of Migrant Teachers Addressed

80.40

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Attachment F-5

March 10, 1981

TO: Secondary Migrant Teachers

FROM: Catherine Christner CC

SUBJECT: Spring Posttesting of Secondary Migrant Students

As part of the evaluation of the Migrant Program, migrant students in grades seven through 12 who have received instruction from a Migrant teacher, should be posttested with the California Achievement Tests (1977 edition).

- Who Should Be Tested? All the migrant students in grades 7 - 12 who received instruction from a Migrant teacher through February 27 must be tested. Attached is a roster of the students at your school who have been served in the first four six weeks of the 1980-81 school year.

- Who Administers the Tests? The Migrant teacher should conduct the testing on his/her campus.

- When Should the Tests (including Make-Ups) Be Given? The tests should be given during the week of March 23 through March 27. If at all possible, try to conduct the testing on the Tuesday, Wednesday, or Thursday of the week. Be sure and plan for make-up testing as some students may not be in attendance at your regular scheduled testing session(s).

- What Subtests Will Be Given? The Reading Vocabulary subtest (16 minutes long) and the Reading Comprehension subtest (38 minutes long) should be given.

- When Will the Testing Materials Be Delivered? An ORE staff member will deliver the testing materials to your school on March 18. The following will be delivered:

    - the test examiner's manual
    - the test booklets
    - the answer sheets

- When Will the Testing Materials Be Picked Up? An ORE staff member will pick up all your test materials on March 27. Please have all the completed materials in your school office ready for pickup by 1 p.m., including the list of students tested or reasons why they were not tested. Call me before this date if you cannot meet this deadline.

- What Else Do I Need to Know? Along with the list of students to be tested, enclosed is the Migrant Teacher Checklist. This should help you to plan for the testing.

Please make every effort to posttest as many of your students as possible so an accurate evaluation of your instructional program can be made.

Call me if you have any questions about the testing.

Approved: Freda Holley by cc
Director, Office of Research and Evaluation

Approved: Lawrence Buford
Director, Secondary Education

CC:rrf
Enclosures

BEST COPY AVAILABLE

cc: Lee Laws
Oscar Cantú
José Mata
Principals with Secondary Migrant Teachers

MIGRANT TEACHER CHECKLIST FOR LEVEL 15 and LEVEL 17
OF THE 1977 CALIFORNIA ACHIEVEMENT TEST

Students in grades 7 and 8 should be given the Reading Section of the 1977 CAT, Level 15. Students in grades 9 - 12 should be given the Reading Section of the 1977 CAT, Level 17. Students in Grades 7 - 12 will be taking both the Reading Vocabulary and Reading Comprehension subtests.

BEFORE TESTING

_____1. READ THESE INSTRUCTIONS: This memo provides an overview of what must be done.

_____2. READ THE TEST MANUAL: Reading the test manual allows you to become familiar with this particular test and helps you discover questions concerning the test procedure before the actual testing session. It is not necessary to read the entire manual, but pages 7 - 11, 21 - 25 must be closely read and thoroughly understood. Also, please especially note the first paragraph on page 18 about giving oral directions.

_____3. DETERMINE WHEN AND WHERE TESTS ARE TO BE ADMINISTERED: The exact time (between March 23 and March 27, 1981) and place of testing is up to the discretion of you and the principal.

a) 10 - 20 minutes for preliminary activities (general directions for testing, etc.).

b) 16 minutes for the Reading Vocabulary subtest.

c) 38 minutes for the Reading Comprehension subtest.

_____4. DETERMINE WHO SHOULD BE TESTED. Try to test all migrant students you have served through February 27, 1981 who are still at your school. If you have served a student who is receiving more than three hours a day of special education services, it is not necessary to try and test him/her. If, however, you have served a student who is receiving special education services for three hours or less per day, then you should make every effort to posttest that student.

_____5. PREPARE STUDENTS FOR TESTING. In preparing the students for testing, keep the following points in mind.

a) Test results are used to help school staffs in planning and evaluating programs; they are not used to determine grades.

b) Few students can correctly answer all or even most of the questions on these tests. The important thing is for each student to show the schools those questions for which the student does know the correct answer.

c) Don't overly emphasize the seriousness of taking the tests, but don't belittle the tests either. Teacher attitude is critical; if teachers take the tests seriously, it is more likely that students will try their best.

d) The students should try to answer all questions on the tests even if they are not sure of the answer. This, of course, does not mean that they should answer the test questions randomly, but they should indicate their best guess as to the answer when they are not sure.

e) Remind students to bring two No. 2 pencils.

_____6. REVIEW THE TEST MANUAL PRIOR TO ADMINISTERING THE TESTS.

_____7. ANSWER SHEET IDENTIFYING INFORMATION: In order to save you time we will give you answer sheets with identifying information already completed based on your attendance reports. Please check over these for accuracy and make corrections if needed. Extra (blank) answer sheets will be included in case we overlooked anyone. Please include the following information: Student's name, student I.D., school name and number, your name, date of testing, level, and form of the test. Also, you will need to write in the actual date of testing on each answer sheet.

THE DAY OF TESTING

_____8. MATERIALS NECESSARY FOR ADMINISTRATION:

___a. Answer sheets.
___b. Sufficient test booklets.
___c. Extra No. 2 pencils.
___d. A stop watch or other timepiece with a second hand.
___e. Scratch paper (for the Comprehension subtest).
___f. Sign for your door reading "TESTING, DO NOT DISTURB."

____9. ADMINISTRATION: Administer the tests following the directions on pages 21 - 25 of the manual. When administering the tests, remember:

a) You may repeat pretest instructions or rephrase instructions if necessary to ensure that students understand what is to be done. (How to mark the answer sheet, etc.).

b) You may not rephrase the test questions, explain what a word in a test question means, etc. (Otherwise, the scores will not correctly indicate student achievement levels.)

c) Allow students exactly the time prescribed.

d) Take note during the testing periods of any abnormal student behaviors which may invalidate the student's test scores. Wait a few days and readminister the test to the student.

____10. MAKEUP TESTING: Arrangements must be made so that students who missed one or more subtests can be tested. Makeup testing, like all standardized testing, must be done in a quiet area free from distractions. Someone must be present to monitor the students.

____11. RETURN OF TESTING MATERIALS: Please have all the test booklets, the examiner's manual, all used and unused answer sheets, and your list of students to be tested--with explanations if any were not tested, in your school's office by 1 p.m. on March 27, 1981. Someone from ORE will pick them up. We will score the tests as quickly as possible and send you the results. Your cooperation is greatly appreciated.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Attachment F-7

April 7, 1981

TO: Secondary Migrant Teachers

FROM: Catherine Christner CC

SUBJECT: Achievement Test Scores

Your cooperation in the testing recently is greatly appreciated. Each of you did a really good job of testing the majority of students that you have served this year.

Although the pre- to posttest gain comparisons will not be completed for a while, I have enclosed the raw scores and grade equivalents for the students you tested. This is for your information only. There is nothing you are expected to do with these data.

Thank you again for your efforts.

CC:if
Enclosures

Approved: ______________________
Director of Research and Evaluation

Approved: Lawrence Buford
Director of Secondary Education

cc: Lee Laws
Oscar Cantú
José Mata
Principals with secondary Migrant teachers

80.40

Page 1 of 1

FILE ID A / Q / X

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

___AISD___

YEAR: 1980-81

___UT PF_____,_____,__________
acct. pass. file name

CONTENTS: Migrant Student Achievement Test Results-Secondary-Spring 1981

Field	Columns	Description
	1-3	File ID
	4-10	Student ID
	11-29	Name
	30-31	Grade
	32-34	School Code
	35-38	Date (Spring 1981)
	39-41	Test Level (15C, 17C)
	42-43	Vocabulary Raw Score
	44-46	Vocabulary Grade Equivalent (no decimal)
	47-48	Reading Comprehension Raw Score
	49-51	Reading Comprehension Grade Eq. (no decimal)
	52-53	Reading Total Raw Score
	54-56	Reading Total Grade Eq. (no decimal)
	58-58	Earliest Attendance Period for Student

F-18

Attachment F-8

Page 1 of 2

FILE ID A / Q / X

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

___AISD________________

YEAR: 1980-81

___UT PF_____,_____,________________
acct. pass. file name

80.40

CONTENTS:

Field	Columns	Description
	1-3	File ID AQX
	4-10	Student ID
	11-29	Student Name
	30-31	Grade (At Posttest Time)
	32-34	School
	35-35	Pretest Date (1= 3/24/80; 2= 4/14/80)
	36-36	Pretest Level (1, 2, 3 or 4)
	37-38	Reading Vocabulary Raw Score (CAT 70)
	39-41	Reading Vocabulary G.E. (CAT 70)
	43-44	Equiv. Raw Score (CAT 77)
	46-48	Gain (Vocabulary Raw Score) (-17 is lowest)
	50-52	Number of Days Served by a Migrant Teacher
	53-56	Posttest Date SP '81
	57-59	Level 15 C OR 17 C

Attachment F-9
(Page 1 of 2)

Page 2 of 2

FILE ID A / Q / X

CARD FILE LAYOUT

LOCATION:

PROGRAM:

___AISD

YEAR: 1980-81

___UT PF ___, ___, ___
acct. pass. file name

80.40

CONTENTS:

Field	Columns	Description
A	60-61	Raw Score Reading Vocabulary (CAT 77)
B	62-64	Grade Equivalent
	65-69	Repeats fields A & B for reading comprehension
	70-74	Repeats fields A & B for Reading Total

Attachment F-9
(continued, page 2 of 2)

TITLE I MIGRANT

APPENDIX G

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

Brief description of the instrument:

Series II of the STEP is a norm-referenced high school achievement test battery, measuring student skills in Reading, English Expression, Mechanics of Writing (Spelling, Capitalization, and Punctuation), Math Computation, Math Concepts, Social Studies, and Science. In 1980-81 AISD used a subset of the complete battery, omitting the Mechanics of Writing and Science tests. These tests will be given every other year, alternating with the English Expression and Social Studies tests. Only the Reading, Math Computation, and Math Concepts subtests are used for graduation competency purposes. Half of the AISD high schools used From A of the STEP and half used Form B.

To whom was the instrument administered?

All students in grades 9-12. Special education students were exempted as per Board Policy 5127 and its supporting administrative regulation. Students of limited English proficiency (LEP) were not exempt, but could be excused after one test on which they could not function validly.

How many times was the instrument administered?

Once to each student.

When was the instrument administered?

The STEP was administered over a two-day period—March 31 and April 1. Tests were administered in the morning from about 8:30 until approximately noon each day. Make-ups were administered on two consecutive Saturdays, April 25 and May 2.

Where was the instrument administered?

The STEP was administered at each AISD high school (including Robbins and Kealing). Make-ups were administered at Reagan High School.

Who administered the instrument?

Test instructions were given over the public address system at each school, either by the counselor or by a tape recording provided by ORE. Teachers acted as test monitors in each classroom. The make-up testing was administered and monitored by ORE personnel.

What training did the administrators have?

Teachers and counselors received written instructions from ORE, including a check-list of procedures and an exact script to follow in test administration. The ORE personnel who administered the make-ups were thoroughly trained in administering tests.

Was the instrument administered under standardized conditions?

Yes. Standardized instructions were distributed. ORE personnel monitored in a random selection of classrooms with results indicating that testing conditions were reasonably consistent across the District.

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems with the instrument. Problems in the administration are documented in the monitors' reports.

Who developed the instrument?

Educational Testing Service (ETS). The STEP is published by Addison-Wesley Publishing Company, Inc.

What reliability and validity data are available on the instrument?

The reliability of subtests in the alternate forms, A and B, ranges from .58 to .93, with parallel forms correlations. As summarized by Kuder-Richardson Formula 20 coefficients, the reliabibity of the subtests ranges from .83 to .94. The issues of content and construct validity are addressed in the publisher's technical report, pages 150-154.

Are there norm data available for interpreting the results?

Mean, median, percentile rank, percentile band, converted, and stanine scores are available for each subtest of the STEP.

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Sequential Tests of Educational Progress

Purpose

The migrant 9th-12th grade students' Reading Total scores on the STEP were collected to answer the following information needs question:

Information Needs Question I4: What is the achievement level of the migrant students by grade? How many students at each grade level are at the A achievement level (achievement test score is at or above the National median), B achievement level (test score is 0.01 to 1.00 years below the National median), and C achievement level (achievement test score is 1.01 or more years below the National median)? How do they compare with the District average?

Procedure

On March 31 and April 1, 1981, all AISD 9th-12th graders were administered the STEP. Make-ups were conducted on April 25th and May 2nd. The procedures used in administering and scoring the STEP can be found in the Systemwide Evaluation Technical Report for 1980-81, ORE Publication Number 80.39, Appendix D.

Each high school migrant student's Reading Total score was accessed from the Systemwide Testing data tapes. Program DISTATP was used to gather frequency data on the students' scores. The data are on AISD file EVOSTP81 in the format in Attachment G-1.

Results

Information Needs Question I4: What is the achievement level of the migrant students by grade? How many students at each grade level are at the A achievement level (achievement test score is at or above the National median), B achievement level (test score is 0.01 to 1.00 years below the National median), and C achievement level (achievement test score is 1.01 or more years below the National median)? How do they compare with the District average?

In Figure G-1 are listed the number and percent of migrant students in each grade who are at the A, B, and C achievement levels. As can be noted from the figure, the large majority (88.3%) of students had scores in the C achievement level range. Only 1.1% of students were at the A level, and only 9.5% were at the B level.

ACHIEVEMENT LEVEL ↓	GRADE 9TH	10TH	11TH	12TH	TOTAL
A (50th %ile or ↑)	2 (2.4%)	2 (3.2%)	0 (0%)	1 (3.6%)	5 (2.2%)
B (49th-30th %ile)	7 (8.2%)	7 (11.3%)	5 (9.6%)	3 (9.4%)	22 (9.5%)
C (29% or ↓)	76 (89.4%)	53. (85.5%)	47 (90.4%)	28 (87.5%)	204 (88.3%)
	85 (100%)	62 (100%)	52 (100%)	32 (100%)	231 (100%)

Figure G-1. NUMBERS AND PERCENTS OF 1980-81 MIGRANT 9-12TH GRADERS SCORING AT EACH OF THE ACHIEVEMENT LEVELS ON THE STEP READING TOTAL.

AISD 9th-12th graders on the average scored higher (across all grade levels) on the STEP Reading Total than did the migrant 9th-12th graders. In Figure G-2 are listed comparison quartiles with the percentages of students scoring at each range. As also can be noted from the figure, AISD scores on the average were below the National norms.

	9TH		10TH		11TH		12TH	
NATIONAL NORM	AISD (N=3900)	Migrant (N=85)	AISD (N=3708)	Migrant (N=62)	AISD (N=3333)	Migrant (N=52)	AISD (N=2830)	Migrant (N=32)
75th %ile (3rd Quartile)	63rd %ile	19th %ile	68th %ile	21st %ile	72nd %ile	12th %ile	72nd %ile	18th %ile
50th %ile (Median)	33rd %ile	10th %ile	37th %ile	8th %ile	41st %ile	8th %ile	41st %ile	7th %ile
25th %ile (1st Quartile)	14 %ile	3rd %ile	13th %ile	2nd %ile	17th %ile	3rd %ile	17th %ile	3rd %ile

Figure G-2. MEDIAN AND QUARTILE COMPARISONS ON THE STEP READING TOTAL FOR THE NATIONAL SAMPLE, AISD STUDENTS, AND MIGRANT STUDENTS.

80.40

Page 1 of 1

FILE ID / /

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

✓ AISD EV0STP81

YEAR: 1980-81

___UT PF____,____,________
acct. pass. file name

CONTENTS: 1980-81 STEP Reading Total Scores for Migrant Students

Field	Columns	Description
	1-7	AISD ID
	8-26	Student Name (Last First Middle)
	28-30	School Code (At Test Time)
	32-33	Grade (At Test Time)
	35-36	Reading Raw Score
	40-42	Reading Percentile
	44	Service Status (1 = Served, 0 = Not Served)

G-5

Attachment G-1

TITLE I MIGRANT

APPENDIX H

MIGRANT TEACHER INTERVIEW (FALL)

Brief description of the instrument:

The interview form consisted of three questions dealing with the implementation of the Migrant Program, supervision, and staff development.

To whom was the instrument administered?

The Migrant teachers, including the two pre-k teachers who are funded 50% Migrant and 50% Title I.

How many times was the instrument administered?

Once to each teacher.

When was the instrument administered?

October 30, 1980 - November 24, 1980.

Where was the instrument administered?

In the teachers' classroom, their offices, or another quiet place in their school.

Who administered the instrument?

The Title I Migrant Evaluator.

What training did the administrators have?

Training and experience in interviewing procedures.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The Title I Migrant Evaluator developed the instrument based on previous evaluations and input from the Department of Developmental Programs.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

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MIGRANT TEACHER INTERVIEW - FALL

Purpose

Interviews were conducted with all the Migrant teachers in the fall of 1980 in order to obtain information relevant to the following decision and evaluation questions:

Decision Question D1: Should the Pre-Kindergarten Instructional Component be continued as it is, modified or deleted?

Evaluation Question D1-4: How successful was the implementation of the Pre-K Component?

a) What concerns/strengths were identified by Migrant teachers in the fall of 1980?

Evaluation Question D1-7: What supervision concerns were identified/resolved during 1980-81?

a) In the fall of 1980, were the Migrant teachers able to clearly identify their supervisors and describe the respective responsibilities of each?

Evaluation Question D1-8: In what staff development activities did Migrant pre-K teachers participate? Who sponsored sessions attended by the teachers?

Decision Question D2: Should the K-12 Instructional Component (Communication Skills) be continued as it is, modified, or deleted?

Evaluation Question D2-5: How successful was the implementation of the K-12 Component?

a) What concerns/strengths were identified by Migrant teachers in the fall of 1980?

Evaluation Question D2-6: What supervision concerns were identified/resolved during 1980/81?

a) In the fall of 1980, were the K-12 Migrant teachers able to clearly identify their supervisors and describe the respective supervisory responsibilities of each?

Evaluation Question D2-7: In what staff development activities did the K-12 Migrant teachers participate? Who sponsored sessions attended by the teachers?

Decision Question D3: Should the Health Services Component be continued as it is, modified, or deleted?

Evaluation Question D3-5: Were any problems encountered in the implementation of the Health Services Component?

Decision Question D4: Should the Parental Involvement Component be continued as it is, modified, or deleted?

Evaluation Question D4-5: Were any problems encountered in the implementation of the Parental Involvement Component?

Decision Question D5: Should the MSRTS Component be continued as it is, modified, or deleted?

Evaluation Question D5-2: Were any problems encountered with the implementation of the MSRTS Component?

Evaluation Question D5-4: What are the costs of the MSRTS Component to AISD in comparison to the benefits of the system to AISD?

Procedure

A draft interview form consisting of three questions was developed and sent to the Migrant staff for review on October 20, 1980 (Attachment K-1). After all feedback had been taken into consideration, the interview form was finalized. The Title I Migrant Evaluation Secretary made appointments for the interviews with each of the 22 Migrant teachers between October 30 and November 24, 1980. A memo confirming the interview (Attachment K-2), as well as a copy of the interview format (Attachment K-3) was sent to each Migrant teacher and his/her principal prior to the interview. The interviews were conducted by the Title I Migrant Evaluator in the teachers' classroom, lounge, office, or wherever convenient for the teacher. The Title I Migrant Evaluator content coded and summarized the interview responses. The appendix was reviewed by the Migrant Coordinator, Migrant Administrator, and Director of Developmental Programs before being finalized.

Results

Evaluation Questions D1-4 and D2-5: How successful was the implementation of the pre-K and the K-12 instructional components?

a) What concerns/strengths were identified by Migrant teachers in the fall of 1980?

The responses given by the pre-kindergarten, elementary, and secondary Migrant teachers pertaining to Evaluation Questions D1-4 and D2-5 are presented below. For each instructional level, a summary paragraph is presented, followed by more detailed comments, organized according to the interview format.

PRE-KINDERGARTEN TEACHERS

Generally the pre-K teachers were positive about the implementation of the instructional component. Bus problems had for the most part been resolved. Most of their comments focused on the change in curriculum. Four teachers felt the AISD curriculum was time consuming and three teachers felt it was hard to get used to. Three teachers liked the BECP because all the materials were included. Several teachers stated they used BECP materials or other materials to "plug into" the AISD curriculum so adjustment to the new curriculum presented no real problems.

The identification of migrant students

- Six teachers had no problems with the identification of migrant students.
- Three teachers would like migrant status verified.
- One teacher reported identification was the same as always.
- One teacher would like more careful verification of addresses of students to be sure they are in the school district.
- One teacher reported minor problems with the community representatives being sure the children have all the records they need to begin school.

The scheduling of migrant students for services

- Not applicable.

Coordinating your activities with those of the classroom teacher

- Not applicable.

The adequacy of the facilities and teaching materials facilities

- Seven teachers reported the facilities were okay.
- Three teachers felt their room was a bit small.
- Two teachers needed more large item storage space.
- One teacher stated her room was attractive.
- One teacher reported a broken water fountain.
- One teacher reported problems with getting things fixed or replaced.

Materials

- Four teachers reported that teaching materials were fine and that they had all they needed.

Food Services

- Three teachers stated food services were okay.
- Three teachers stated foods were sometimes very repetitive, with fruit especially.
- Two teachers stated that food services at their school was excellent and that the staff was very cooperative.

- One teacher reported there were too many items made with sugar and white flour served to the children.

Transportation

- Four teachers reported some bus problems at the first of the year, but now everything was okay.
- Two teachers reported buses sometimes were late or the driver did not come when she/he was supposed to come.
- One teacher reported no bus problems; this is an improvement over last year.
- One teacher reported her driver was very responsible.

Other areas of concern/strength

AISD Curriculum

- Four teachers stated it was time-consuming to gather materials for the AISD curriculum.
- Three teachers stated the new curriculum was just hard to get used to.
- Three teachers reported liking the BECP because all the materials were there in the kit.
- Two teachers reported the materials were not hard at all to gather, since all things needed are handy things.
- One teacher reported she had a lot of materials already, so she just adapted these to the new curriculum.
- One teacher reported gathering materials was sometimes difficult, but that she had a lot of materials already.
- One teacher stated she had no problems with the new curriculum because she plugged a lot of the BECP into the AISD curriculum.
- One teacher reported she loved the new curriculum, since it was comprehensive and easy to implement.
- One teacher reported the Early Childhood Coordinator had sent a lot of helpful materials.
- One teacher felt there was too much duplication between the AISD and BECP curricula.
- One teacher was unclear how to mesh the two curricula at first.
- One teacher felt it was hard sometimes with the AISD curricula to plan for the aide.
- One teacher reported no problems with the curriculum.
- One teacher stated the first year or two of using a new curriculum will be a challenge--just takes time.
- One teacher stated she would have liked to have prepared for the curriculum before the children started school.
- One teacher felt this curriculum (the AISD) does not require any more or less time than any other curriculum (it's all up to the teacher anyway).
- One teacher felt the curriculum was not geared enough to her childrens' interests--they needed more practical life experiences.

Other

- One teacher reported hearing lots of good things from kindergarten teachers about former pre-K students.
- One teacher liked getting the demographic data on her children before school started.
- One teacher felt the Migrant Program was doing a good job of getting students into the pre-K program.

- One teacher stated the program was good in that it offered a lot to the children.
- One teacher reported some problems at the beginning of school because the original list of children she was to serve was changed at the last minute before school started and this made it hard to make all the home visits in a short amount of time.
- One teacher stated she really enjoyed having Migrant being made a part of the regular school; she has felt a lot of unity with the regular school program.
- One teacher really enjoyed having time before the children started to make home visits and work with the kindergarten teachers. This was much better this year.

ELEMENTARY TEACHERS

Three teachers reported having no problems with the identification process, while two teachers stated things were the same as last year and two others said the process was better this year. Nearly all teachers reported in scheduling migrant students for services they try to fit the classroom teachers' schedules. This does at times present problems in that scheduling and coordination of activities does require time and compromise. The teachers were generally satisfied with their facilities and materials. Need was expressed to be more coordinated with other migrant teachers to be sure they all were doing the same things.

The identification of migrant students

- Three teachers reported having no problems.
- Two teachers stated things were the same as last year.
- Two teachers reported the identification process was better this year.
- One teacher stated this area is always a problem.
- One teacher stated she did not know much about the identification of students, since all the students were bussed in.
- One teacher reported having the students' IDs was very helpful.
- One teacher stated the staff was helpful in this area.
- One teacher reported getting a list of students to be served ahead of time.
- One teacher reported her community representative was quick to get eligibility forms on the children she had identified as migrant.
- One teacher stated there was great variation in the elementary Migrant teachers' role across the District--some have many more students and grade levels than others.
- One teacher reported trying to see the migrant students who need services the most.
- One teacher would like just one list of migrant students at the beginning of the school year.
- One teacher would like information on the boat people and if they are eligible or not for migrant services--thus far she has received conflicting information.
- One teacher stated she does not always get an updated list of migrant students and this can create problems when parents come and want services.

The scheduling of migrant students for services

- Six teachers reported trying to fit classroom teachers' schedules.
- Two teachers reported scheduling was going fine.
- Two teachers reported regular teachers are very cooperative.
- One teacher stated it was a big problem, since she has to work with 18 teachers--it's difficult to fit everyone's schedule.
- One teacher reported some problems with scheduling some grade levels.
- One teacher stated it was a problem each year, but it is easier since she's done it before and this year she got to help with placement.
- One teacher stated that she scheduled when she received the lists of migrant students who would be at her school.
- One teacher reported scheduling problems were worked out.
- One teacher reported some teachers are reluctant to let the students out of their class.
- One teacher stated she had to be flexible to meet the best time with the teacher's schedule for the child to be pulled out.
- One teacher reported the classroom teachers try to fit her schedule.
- One teacher would like time block set aside by grade level for special programs--feels this would allow for larger groups and more flexibility.
- One teacher stated she was not told what to do with the lists of migrant students with achievement scores, nor was she given guidelines on how to serve A, B, C children.
- One teacher requested more clarification on how the Migrant program fits into her school and its special program.

Coordinating your activities with those of the classroom teacher

- Three teachers reported reinforcing what the classroom teacher has been doing in their units.
- Two teachers reported the classroom teachers to be cooperative.
- Two teachers reported that they go with the classroom teachers' schedules, but it's easier with some teachers than with others; both parties have to compromise.
- Two teachers reported they tried to conference with the classroom teachers regularly on an informal basis.
- One teacher stated there was better coordination this year than in the past; classroom teachers are not as hesitant to let the children go this year.
- One teacher reported she was working especially well with the kindergarten and first grade teachers at her school.
- One teacher reported that coordination was not always easy in that there were so many grade levels and basal systems--it was difficult to find time just to talk with the classroom teachers.
- One teacher wanted to have a school workshop at the beginning of the year to inform regular teachers about the Migrant program and that all migrant students are not low achievers.

The adequacy of the facilities and teaching materials

Facilities

- Four teachers reported their facilities were fine.
- Two teachers reported their facilities were better than last year.
- One teacher reported needing bulletin boards, a closet, and a bookcase.

Materials

- Four teachers stated the materials were good.
- One teacher stated she already had lots of her own materials.
- One teacher reported the money for materials was okay.
- One teacher reported it was difficult to move from class to class with all the right materials on hand.
- One teacher was looking for a good kindergarten kit.
- One teacher reported getting materials together.
- One teacher wanted a good school materials center.
- One teacher would like to buy into supplementary materials that fit the basals her teachers are using.

Other areas of concern/strength

- One teacher would like to be assigned a supervisor on a formal basis.
- One teacher feels the need for the Migrant teachers to be formally coordinated--the supervisor should be sure each Migrant teacher is coordinated with the other Migrant teachers.
- One teacher would like to have a part-time bilingual aide to work with the Spanish-dominant students.
- One teacher wondered if there were program objectives that she should be concerned with.
- One teacher reported her principal to be very cooperative.
- One teacher suggested having fall to spring pre- and posttesting.
- One teacher reported still not being clear on what the relationship is between the CAT and the ITBS.
- One teacher expressed a need to have better verification of migrant status.
- One teacher reported the initial identification of students to have been a minor problem.
- One teacher reported her local PAC responsibilities were not spelled out in the job description--to what extent is she to be involved.
- One teacher reported wanting the elementary Migrant teachers to have regular teacher meetings to brainstorm ideas, etc.

SECONDARY TEACHERS

The area of biggest concern for nearly all secondary teachers was that of scheduling migrant students for services. Although generally the school staff was cooperative, this area seemed to be the biggest hindrance in serving migrant students. Several teachers also reported not all regular teachers were cooperative in letting the migrant students leave their classes for service. Two teachers had problems in having to adjust a great deal to the classroom teachers' schedules. All teachers were concerned as to how they could maximize service to the migrant students.

The identification of migrant students

- Four teachers reported no problems.
- Two teachers report this year was the smoothest by far.
- Two teachers said the rosters were pretty correct and having the printout really helped.

- One teacher reported the principal and counselor were extremely helpful.
- One teacher stated the students themselves had gotten more helpful in identifying each other.
- One teacher reported sometimes the students who are supposed to be at the school show up and sometimes they do not.

The scheduling of migrant students for service

- One teacher reported this area to be a problem the first three weeks, but it was worked out with the help of the principal and the counselor.
- One teacher reported the classroom teachers were very helpful.
- One teacher reported this is the most frustrating area.
- One teacher reported the assistant principal and school, in general, were very helpful in this area.
- One teacher reported it was difficult to see all the students who needed it, often enough.
- One teacher reported team teaching with the classroom teacher.
- One teacher stated this the worst problem, it has shown no improvement over last year.
- One teacher reported this area showed great improvement over the past.
- One teacher reported generally going and working within the regular teacher's class.
- One teacher stated another scheduling method (hopefully a more successful one) would be used next semester.
- One teacher reported changing a lot of students' schedules so teacher could do team teaching, then stated things would be better in the spring semester.
- One teacher asked the question "Should the Migrant teacher be doing something else?"
- One teacher stated students just sometimes do not show up for the migrant classes--other classes take priority.
- One teacher reported problems with the school counselor and biases toward federally-funded programs.
- One teacher stated changing schedules has too many effects--too many people are involved and conflicts are created.

Coordinating your activities with those of the classroom teacher

- Four teachers reported coordination with classroom teachers was always good.
- Two teachers stated they work with the classroom teachers' schedules.
- Two teachers commented that some teachers are resentful of a student being taken out of a credit class (especially minimum foundation teachers).
- Two teachers reported there were problems in this area, especially in having to do so much adjustment to the classroom teachers' schedules.
- One teacher reported that only one classroom teacher allowed the Migrant teacher to remove students from classes.
- One teacher felt that the Migrant teacher's services were limited to some degree in that the Migrant teacher had to go with what the regular teachers were doing.
- One teacher reported that through better scheduling next time the teacher hopes to get more migrant students in a class at one time to solve the problem of seeing more students.

The adequacy of the facilities and teaching materials

Facilities

- Three teachers reported having good facilities.
- One teacher reported needing repair work done in portable before it got really cold (matter had been reported to the principal, but not yet taken care of).
- One teacher reported not having a good place to work, but hoped to soon.
- One teacher reported working a lot in the library.

Materials

- Three teachers reported having good materials.
- Two teachers stated they have lots and lots of materials.
- One teacher reported classroom teachers were very cooperative in sharing materials.
- One teacher reported working in the regular teacher's classroom and using their materials. If there is a migrant classroom in the future, migrant materials will be needed.

Other concerns/strengths

- Two teachers would like to have the names of students to be served earlier (like at the end of previous school year) so can schedule students better.
- One teacher expressed a need to establish credit for the migrant class at the high school level.
- One teacher felt that a lot of the Migrant teacher's time is wasted in scheduling and going into other classes, etc.--felt that if the Migrant teacher served the students in migrant classes, the students would be much more effectively reached.
- One teacher was concerned about some stigma being attached to migrant students in being pulled out of the regular classes, especially after the semester has already begun.
- One teacher did not like not being consulted first before being assigned some E.S.L. teaching responsibilities.
- One teacher felt the students benefited most from individual contact.

Evaluation Questions D1-7 and D2-6: What supervision concerns were identified/resolved during 1980-81?

a) In the fall of 1980, were the Migrant teachers able to clearly identify their supervisors and describe the respective supervisory responsibilities of each?

PRE-KINDERGARTEN TEACHERS

Figure H-1 presents the supervisors listed by the pre-K teachers. The Early Childhood Coordinator and the principal were listed by all teachers as a supervisor and the Migrant Coordinator was listed by seven teachers. The principal was generally seen as the building level, immediate supervisor, while the Early Childhood Coordinator was seen as the contact for matters focusing on early childhood concerns, especially the curriculum. The Migrant Coordinator was seen as handling program administration and money matters.

ELEMENTARY TEACHERS

Figure H-2 lists the supervisors noted by the seven elementary teachers and the areas each supervisor was seen to supervise. The principal and the Migrant Coordinator were seen as the primary supervisors, with the principal seen as the immediate supervisor and the Migrant Coordinator seen as the program supervisor. The Title I Reading Coordinator was seen as an instructional supervisor in some cases.

SECONDARY TEACHERS

In Figure H-3 are listed the supervisors and the areas of supervision of each as stated by the secondary Migrant teachers. All teachers saw the principal and the Migrant Coordinator as supervisors. The principal was generally seen in the role of personnel evaluator and immediate supervisor. The Migrant Coordinator was seen in a wider variety of roles than in any other group - from one teacher being unclear as to his role to another teacher seeing him as the chief supervisor.

SUPERVISORY PROBLEMS/STENGTHS

Teachers were asked to list any problems or stengths noted in the area of supervision. Figure H-4 presents the Migrant teachers comments broken down by instructional level.

Pre-K teachers generally reported having no supervision problems. A minor concern expressed by three teachers was having their purchase requisitions sometimes questioned.

Three elementary teachers reported having no concerns. The main areas of concern focused around not having enough explanation of various program aspects - such as MSRTS and A, B, C achievement levels. More, and more frequent communication with teachers about the program seemed to be what most of the teachers would like in this area.

Three secondary teachers reported having no concerns. The general feeling seemed to be the secondary Migrant teacher generally functions on his/her own.

> Evaluation Questions D1-8 and D2-7: In what staff development activities did the Migrant pre-K (and K-12) teachers participate? Who sponsored sessions attended by the teachers?

As can be noted in Figures H-5, H-6, H-7, Migrant teachers attended a wide variety of sessions sponsored by the Early Childhood Coordinator (for pre-K only), AISD, the Migrant Porgram, and the local campus. Figure H-8 presents what Migrant teachers requested as additional staff development topics. The most frequently mentioned topic across all levels was a regular meeting with other Migrant teachers (at their level) to share ideas, etc.

> Evaluation Question D3-5: Were any problems encountered in the implementation of the Health Services Component?

Teachers at all levels were pleased with the Nurse's services and felt she was responsive to their requests. Several teachers felt the health services component should have a larger budget in order to provide more services to migrant students.

PRE-K

- Seven teachers stated the Nurse was very cooperative and responsive to their calls and the students' needs.
- Five teachers were very pleased with her services.
- Three teachers reported she did follow-ups.
- Two teachers reported she had done their childrens' physicals.
- Two teachers felt she was being spread too thin.
- One teacher was pleased to have been given toothpaste and toothbrushes.
- One teacher had had no experience thus far (new teacher).

ELEMENTARY

- Six teachers commented the health services were good.
- Three teachers reported the Nurse was cooperative and responsive to their calls.
- Two teachers felt this component needed more money.
- Two teachers were pleased the Nurse followed up health problems.
- One teacher said the Nurse had been there.
- One teacher was happy to have toothpaste and toothbrushes furnished for her K-2nd graders.
- One teacher commented the Nurse was good about sending health information on the children.
- One teacher commented that her students' parents had said they feel free to call the Nurse.
- One teacher felt she had to go through too many channels first before she called Migrant Nurse.

SECONDARY

- Four teachers commented her services were good.
- Three teachers felt the Nurse was responsive to their requests and the students' problems.
- One teacher had no complaints.
- One teacher had little contact since students had not had health problems yet.
- One teacher said most students had health exams last year.
- One teacher had referred several students for dental and eye check-ups.

Evaluation Question D4-5: Were any problems encountered in the implementation of the Parental Involvement Component?

Generally teachers reported being satisfied with the community representatives, services, in that they responded when the teachers called them. Although several teachers reported seeing their representatives often (even weekly), seven teachers reported they had very few contacts with their representative.

PRE-K

- Five teachers reported very few contacts with the community representatives.
- Four teachers reported their community representatives were responsive

to their requests.
- Two teachers reported the clothing seemed okay.
- Two teachers would like a regularly scheduled time for the community representative to be in their school.
- One teacher stated the community representative comes by once a week to check the childrens' needs.
- One teacher stated her community representative comes by often.
- One teacher commented her dealings with the community representative are much improved this year over last year in that she sees the community representative a lot.
- One teacher stated the community representative was good.
- One teacher felt the community representative does not spend enough time at her school.
- One teacher felt the community representative was slow on shoe requests.
- One teacher was happy with the community representative's services since the community representative knew the children.
- One teacher stated she only recently submitted her clothing referrals.
- One teacher would like the community representatives to help with field trips.
- One teacher reported she had done a lot of parent contact herself.
- One teacher had only been in her position a week and had just called her community representative for the first time this date.
- One teacher reported her school's local P.A.C. was established.
- One teacher had had no contact with the P.A.C. and did not know if she was supposed to or not.
- One teacher reported no local P.A.C. had been established yet at her school.

ELEMENTARY

- Six teachers reported the community representatives responded when the teacher called them.
- Three teachers reported they were very good.
- Three teachers stated the community representatives helped with their school's local P.A.C.
- Two teachers reported the services were the same as last year.
- Two teachers reported little contact with their community representatives.
- One teacher reported the Parental Involvement Specialist had been to her school four times already this year.
- One teacher stated her school's community representative had been responsive to the shoe and clothing needs of her students.
- One teacher reported a joint local P.A.C. meeting had been held with another elementary school.
- One teacher was unclear what her role in the local P.A.C. was supposed to be.
- One teacher reported some confusion in communication regarding her school's local P.A.C. meeting.
- One teacher reported a smaller parent turnout for the local P.A.C. this year.
- One teacher suggested a need for continuity in community representatives in schools, with the same community representatives from year to year.
- One teacher suggested the community representatives get bogged down because they have too many schools--it is hard to communicate with parents and teachers in five schools.

- One teacher felt the community representative's schedule should be more flexible--like putting in time in the evening to have better contact with working parents.

SECONDARY

- Five teachers reported their community representative was good, helpful.
- Two teachers reported their community representative was responsive to their needs.
- Two teachers reported the community representative's services were an improvement over the past.
- One teacher reported two local P.A.C. meetings had been held.
- One teacher reported parents participated a lot.
- One teacher reported the community representative follows up on students.
- One teacher stated the community representative handled clothing requests very quickly.
- One teacher reported trying to encourage parents to go to P.A.C. meetings.
- One teacher reported a combined local P.A.C.
- One teacher stated the area of parental involvement is lacking in that parents are not being reached as much as they need to be.

Evaluation Question D5-2: Were any problems encountered with the implementation of the MSRTS Component?

Evaluation Question D5-4: What are the costs of the MSRTS Component to AISD in comparison to the benefits of the system to AISD?

The large majority of teachers at all levels reported using the MSRTS data not much or not at all. The only data that were considered helpful by some teachers was the demographic information, which was already available from other sources. Most teachers reported they knew little about the MSRTS and what the terms and abbreviations meant. It was not considered to be much of a resource.

PRE-K

- Seven teachers said they didn't use the MSRTS data.
- Seven teachers stated they stick the data in the folders and hold it in case someone moves.
- Four teachers said the data was not helpful since they start the forms and they get the demographic data elsewhere anyway.
- One teacher said she never had instruction on what to do with the MSRTS data.
- One teacher had not received all the MSRTS forms yet.

ELEMENTARY

- Seven teachers reported knowing little about the MSRTS data.
- Three teachers complained the forms do not specify the extent to which a skill has been mastered, therefore doesn't allow teacher to plan instruction.
- Two teachers want training in what terms and abbreviations mean.
- Two teachers had not gotten new forms this year.

- Two teachers have used them in the past to get demographic information.
- Two teachers reported them currently helpful for demographic data.
- One teacher said she did not use since all the forms had was demographic information and she had that already.
- One teacher reported the health data was not helpful.
- One teacher stated MSRTS is better, but it's still not much.
- One teacher felt the MSRTS was good in identifying students.
- One teacher reported she obtained most information from the classroom teacher and she does her own diagnosis.
- One teacher indicated it was the same as last year.
- One teacher hasn't used it.
- One teacher queried was she supposed to fill in achievement data?

SECONDARY

- Four teachers reported not using it.
- Two teachers reported it was not much of a resource.
- One teacher got the forms and filed them.
- One teacher reported the MSRTS was the same as last year.
- One teacher still was waiting to receive anything.
- One teacher did not use since no students have left.
- One teacher did not know what to do with the MSRTS.
- One teacher felt system had potential, but it was not being used.
- One teacher felt it was a total waste of time.

Miscellaneous. What problems/strengths were identified by the Migrant teachers in the support and cooperation of the Migrant Program Staff?

PRE-K

- Four teachers reported having little contact with the Migrant Program staff.
- Three teachers stated services were okay.
- Two teachers reported they were responsive to her calls.
- Two teachers stated they were helpful and cooperative.
- One teacher reported the Migrant Program Secretary was helpful.
- One teacher stated she got what she needed.
- One teacher stated the staff were sometimes slow in answering her requests.
- One teacher reported there seemed to be too many channels of communication.
- One teacher stated there was little information transmitted by the staff.
- One teacher reported that communications she had received from the staff was not always accurate.
- One teacher requested a place for storage of excess capital outlay items.

ELEMENTARY

- Five teachers stated the staff was very cooperative and responsive.
- Two teachers would like to know changes in the Migrant program as soon as they occur.
- Two teachers would like to have in-services with other elementary level Migrant teachers on a regular basis.
- Two teachers felt they are not given enough direction on priorities in service to migrant students and what the program requires of teachers.

- One teacher stated the Migrant Program Secretary was great.
- One teacher said her questions were answered quickly.
- One teacher stated she was satisfied.
- One teacher reported the support and cooperation of the staff was the same as last year.
- One teacher wanted more information on how the Migrant Program fits with her school program.
- One teacher wanted more information provided about Accutrak or wants AISD to have a system similar to this.
- One teacher stated Title I guidelines were not helpful to her all the time--would like a separate meeting with just Migrant teachers.
- One teacher requested the staff provide more information on what is required by T.E.A. to be in their files.
- One teacher would like more communication with the Migrant staff.
- One teacher stated the Migrant Coordinator was very hard to find sometimes.
- One teacher requested a Migrant instructional coordinator so all the migrant students can be receiving roughly the same services from different teachers.

SECONDARY

- Four teachers stated they had no problems with the staff--they were helpful.
- Three teachers reported they were given answers when they were needed.
- Three teachers reported the Migrant Coordinator was good, responsive, or helpful.
- One teacher stated the Migrant Coordinator was tactful.
- One teacher stated the Migrant Coordinator could have been more helpful in adjusting to a change in school situations.
- One teacher wished changes could occur faster in the program.

AREA OF SUPERVISION	SUPERVISOR	NUMBER REPORTING
School Level Concerns	Principal	6
Immediate Supervisor	Principal	2
Discipline & Management	Principal	2
Personnel Evaluation	Principal	2
	Early Childhood Coordinator	1
Procedures	Principal	2
	Migrant Coordinator	2
Curriculum	Early Childhood Coordinator	6
Early Childhood	Early Childhood Coordinator	2
Instruction	Early Childhood Coordinator	2
Observations	Early Childhood Coordinator	1
Money	Migrant Coordinator	5
Migrant Program and Its Administration	Migrant Coordinator	6
Other	Principal	5
	Migrant Coordinator	3
Unclear	Other	2

Figure H-1: AREAS OF SUPERVISION LISTED BY PRE-K MIGRANT TEACHERS FOR EACH OF THEIR SUPERVISORS. THE PRINCIPAL WAS LISTED BY NINE TEACHERS AS A SUPERVISOR; THE EARLY CHILDHOOD COORDINATOR WAS LISTED BY NINE TEACHERS AS A SUPERVISOR; THE MIGRANT COORDINATOR WAS LISTED BY SEVEN TEACHERS AS A SUPERVISOR; AND TWO OTHERS WERE LISTED BY TWO TEACHERS AS SUPERVISOR.

AREA OF SUPERVISION	SUPERVISOR	NUMBER REPORTING
Immediate Supervisor (Instruction)	Principal Migrant Coordinator	6 1
Discipline	Principal	1
Migrant Program Supervisor	Migrant Coordinator	6
Instruction (Not Sure)	Migrant Coordinator	1
Supervision	Reading/Instructional Coordinator	2
Reading	Reading/Instructional Coordinator	1
Scheduling, Materials	Reading/Instructional Coordinator	1
Scheduling, Building Concerns	Helping Teacher	1
Specifics of What Taught	Regular Teacher	1
Other	Principal	1

Figure H-2: AREAS OF SUPERVISION LISTED BY ELEMENTARY MIGRANT TEACHERS FOR EACH OF THEIR SUPERVISORS. SEVEN TEACHERS LISTED THE PRINCIPAL AS A SUPERVISOR; SEVEN LISTED THE MIGRANT COORDINATOR AS A SUPERVISOR; FOUR LISTED A READING/INSTRUCTIONAL COORDINATOR AS A SUPERVISOR; ONE LISTED A HELPING TEACHER AS A SUPERVISOR; AND ONE LISTED A REGULAR TEACHER AS A SUPERVISOR.

AREA OF SUPERVISION	SUPERVISOR	NUMBER REPORTING
Personnel Evaluation	Principal	3
Immediate Supervisor (Bldg. Level)	Principal	3
Instruction	Principal	1
Migrant Program Administration	Migrant Coordinator	3
Chief Supervisor	Migrant Coordinator	1
Immediate Supervisor/ Evaluation	Migrant Coordinator	1
P.A.C.	Migrant Coordinator	1
Area of Supervision Unclear	Migrant Coordinator	1
Reading	Secondary Reading Instructional Coordinator.	2
English as a Second Language	Secondary Foreign Language Instructional Coordinator	2
Indirect Curriculum Supervision	Secondary Language Arts Instructional Coordinator	1

Figure H-3: AREAS OF SUPERVISION LISTED BY SECONDARY MIGRANT TEACHERS FOR EACH OF THEIR SUPERVISORS. THE PRINCIPAL WAS LISTED AS A SUPERVISOR BY SIX TEACHERS; THE MIGRANT COORDINATOR WAS LISTED AS A SUPERVISOR BY SIX TEACHERS; THE SECONDARY READING INSTRUCTIONAL COORDINATOR WAS LISTED BY TWO TEACHERS AS A SUPERVISOR; THE SECONDARY FOREIGN LANGUAGE INSTRUCTIONAL COORDINATOR WAS LISTED BY TWO TEACHERS AS A SUPERVISOR; AND THE SECONDARY LANGUAGE ARTS INSTRUCTIONAL COORDINATOR WAS LISTED BY ONE TEACHER AS A SUPERVISOR.

SUPERVISION PROBLEMS/STRENGTHS MENTIONED BY PRE-K MIGRANT TEACHERS

- No problems (7).
- Not used to having purchase requisitions questioned and rationale asked for (3).
- Even though not officially their supervisor last year, the Early Childhood Coordinator was around more last year than the Migrant Coordinator (2).
- There are some differences this year in that the Early Childhood Coordinator is officially their supervisor and now teacher knows who supervises what areas.
- On the budget, it's not always clear who to call.
- The Early Childhood Coordinator is very cooperative--sends lots of materials.
- Area not clear, since just in position for one week.
- Get more cooperation from Early Childhood Coordinator now that she's officially their supervisor.
- Cannot really compare.

SUPERVISION PROBLEMS/STRENGTHS MENTIONED BY ELEMENTARY MIGRANT TEACHERS

- No problems, same as last year (3).
- Does not always get information needed, or sometimes gets it late.
- Needs more details of the program.
- Would like more and more frequent communication.
- Not being allowed to use Accutrak.
- Would like AISD system like Accutrak.
- Problems with lack of explanation on MSRTS records and A, B, C achievement levels.

SUPERVISION PROBLEMS/STRENGTHS MENTIONED BY SECONDARY MIGRANT TEACHERS

- No problems (3).
- Same as last year (2).
- The Migrant Coordinator and the principal are very cooperative.
- The teacher is very independent and functions pretty much on own.
- Secondary Reading Instructional Coordinator has taken much more of an interest in migrant classes and visits regularly.
- The Migrant Coordinator's role is unclear.
- Feel Migrant teachers are on their own--learned what supposed to do from previous teacher's records.
- The teacher declined to share any concerns.

Figure H-4: SUPERVISION PROBLEMS/STENGTHS MENTIONED BY MIGRANT TEACHERS.

STAFF DEVELOPMENT ACTIVITY	SPONSOR	NUMBER ATTENDING
Pre-K Math Workshop	Early Childhood Coordinator	8
Pre-K Curriculum Change	Migrant Program	8
Assertive Discipline	Local Campus	4
Nutrition	Early Childhood Coordinator	3
English as a Second Language	AISD	3
Teaching to Differences in Kids	AISD	2
Using Support Staff	Local Campus	1
Teaching Strategies for Non-Trad. Students	Local Campus	1
Early Childhood Conference	Migrant Program	1
T.E.S.O.L.	Migrant Program	1
Other Early Childhood	Early Childhood Coordinator	2
Teaching Tech. & Lesson Plans	Early Childhood Coordinator	1
V.I.S.A.	AISD	1
Sponge Activities	AISD	1
Goals Training	AISD	1
T.S.T.A.	AISD	1
Stress	AISD	1
Motivation	Local Campus	1
Early Childhood Materials Making	SEDL/Ed. Service Center Region XIII	1
Early Childhood Theory & Practice	SEDL/Ed. Service Center Region XIII	1

Figure H-5: STAFF DEVELOPMENT SESSIONS (AND THEIR SPONSOR) ATTENDED BY PRE-KINDERGARTEN MIGRANT TEACHERS. NUMBERS REFLECT THE NUMBER OF TEACHERS REPORTING ATTENDANCE AT EACH SESSION.

STAFF DEVELOPMENT ACTIVITY	SPONSOR	NUMBER ATTENDING
Introduction to Title I/ Migrant	Title I/Migrant Program	3
T.E.S.O.L.	Migrant Program	3
Assertive Discipline	AISD	2
Bilingual Education	Title I/Migrant Program	1
T.S.T.A.	AISD	1
Bussing	AISD	1
Reading	AISD	1
Self-Concept	AISD	1
Scholastic Books	Title I/Migrant Program	1
State Migrant Convention	Migrant Program	1

NOTE: One teacher reported attending no staff development sessions.

Figure H-6; STAFF DEVELOPMENT SESSIONS (AND THEIR SPONSORS) ATTENDED BY ELEMENTARY MIGRANT TEACHERS. NUMBERS REFLECT THE NUMBER OF TEACHERS REPORTING ATTENDANCE AT EACH SESSION.

STAFF DEVELOPMENT ACTIVITY	SPONSOR	NUMBER ATTENDING
T.E.S.O.L.	Migrant Program	3
Migrant Student Testing	Migrant Program	3
Language Arts	AISD	3
Introduction to Migrant Program	Migrant Program	1
Reading	AISD	2
S.R.A. (Reading)	AISD	1
Reading Conference	AISD	1
Writing	AISD	1
Curriculum Guide	AISD	1
E.S.L.	AISD	1
State Migrant Conference	Migrant Program	1
Scholastic Magazines	Migrant Program	1
Courses Offered Next Semester	Local Campus	1

Figure H-7: STAFF DEVELOPMENT SESSIONS (AND THEIR SPONSORS) ATTENDED BY SECONDARY MIGRANT TEACHERS. NUMBERS REFLECT THE NUMBER OF TEACHERS REPORTING ATTENDANCE AT EACH SESSION.

PRE-KINDERGARTEN TEACHERS

TOPICS	NUMBER SUGGESTING
Teaching Fine Motor Skills	3
Teaching Gross Motor Skills	3
Science	2
Hands-on Experience Curriculum Ideas	2
Sharing of Ideas with Other Pre-K Teachers	2
Art	1
How to Mesh the AISD and BECP Curricula	1
Oral Language Development	1
Materials-Making	1
Daily P. E. Curriculum	1
Theory into Practice	1

ELEMENTARY TEACHERS

TOPICS	NUMBER SUGGESTING
Regular Meeting with Other Elementary Migrant Teachers	4
Reading	2
Diagnosing Reading Problems	1
E.S.L.	1
MSRTS and SIS	1
Migrant Application	1

SECONDARY TEACHERS

TOPICS	NUMBER SUGGESTING
Regular Meeting with Other Secondary Migrant Teachers	2
Alternative to S.R.A.	1
E.S.L.	1
More Direct Program Guidelines on How to Work with Students	1
Spelling and Vocabulary	1
Have E.S.L. and Language Arts Sessions at Different Times	1

Figure H-8: TOPICS FOR FUTURE STAFF DEVELOPMENT ACTIVITIES REQUESTED BY MIGRANT TEACHERS (FALL '80)

TITLE I MIGRANT

APPENDIX I

LEVELS OF USE INTERVIEW

Instrument Description: Levels of Use Interview

Brief description of the instrument:

The interview is a structured-question format designed to assess a person's level of use of an innovation (in this case, the pre-K curriculum). There are eight discrete levels of use (Non-Use, Orientation, Preparation, Mechanical Use, Routine Use, Refinement, Integration, and Renewal) across seven categories (Knowledge, Acquiring Information, Sharing, Assessing, Planning, Status Reporting, and Performing) and an overall Level of Use rating. The interviewee is assigned a level of use score based on analysis of the interview.

To whom was the instrument administered?

All the Title I and Migrant pre-kindergarten teachers.

How many times was the instrument administered?

Once to each teacher.

When was the instrument administered?

January 26, 1981 through February 10, 1981.

Where was the instrument administered?

In the teacher's classroom, office, or quiet area in their school.

Who administered the instrument?

The Title I Migrant Evaluator.

What training did the administrators have?

The Title I Migrant Evaluator attended two and a half days of training in this interview technique at the University of Texas at Austin Research & Development Center for Teacher Education. Additionally the Evaluator completed the rating of several reliability tapes and was certified as a Levels of Use Interviewer.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The Staff on the Procedures for Adapting Educational Innovations Project/CBAM, The Research and Development Center for Teacher Education, the University of Texas at Austin.

What reliability and validity data are available on the instrument?

Extensive reliability and validity data are available from the CBAM Project, the Research & Development Center for Teacher Education, the University of Texas at Austin.

Are there norm data available for interpreting the results?

Yes.

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LEVELS OF USE INTERVIEW

Purpose

Interviews were conducted with the Migrant and the Title I pre-kindergarten teachers in order to obtain information relevant to the following decision and evaluation questions:

> Decision Question D1: Should the Pre-K Instructional Component be continued as it is, modified, or deleted?
>
> > Evaluation Question D1-6: How was the AISD Early Childhood Curriculum accepted by the Migrant pre-K teachers? How does this compare with Title I pre-K teachers?

Procedure

Attachment I-1 are the Levels of Use questions used in the teacher interviews. The questions were modified only very slightly from the standardized questions used. A memo was sent to each teacher (see Attachment I-2) to advise them of the purpose of the interview. Then interview appointments were made with each of the pre-kindergarten teachers between January 26 and February 10, 1981. The interviews were conducted by the Title I Evaluator usually in the teacher's classroom (since generally the interviews were after school was out) or in another quiet area of the teacher's choice. In order to allow the Title I Migrant Evaluator to rate the teacher's Levels of Use, each interview was tape recorded with two exceptions. In one case, the teacher requested the tape recorder not be used, and in the second case the Evaluator did not operate the tape recorder properly. Notes were made from these two interviews. Each tape was kept confidential and was erased after the ratings were completed. Attachment I-3 is the Level of Use Rating Sheet used.

Two references were used to complete this study: 1) Loucks, S.F., Newlove, B.W., and Hall, G.E. Measuring levels of use of the innovation: A manual for trainers, interviewers, and raters. Austin: University of Texas at Austin, Research and Development Center for Teacher Education, 1975; 2) Hall, G.E, Loucks, S.F., Rutherford, W.L., and Newlove, B.W. Levels of use of the innovation: A framework for analyzing innovation adoption, Journal of Teacher Education, 26, 1, pp. 52-56.

Results

> Evaluation Question D1-6: How was the AISD Early Childhood Curriculum accepted by the Migrant pre-K teachers? How does this compare with Title I pre-K teachers?

Figure I-1 gives the Levels of Use ratings for the Migrant pre-K teachers. This figure includes the two split-funded Title I/Migrant pre-K teachers. There are eight Levels of Use possible. The first three are different stages of Non-Users of the innovation (in this case the AISD Early Childhood Curriculum). These levels progress from total nonuse and basically noninterest.

to a state in which the person is preparing to begin to use the innovation at a definite point in the future. The five stages of the Users progress from a Mechanical Use stage where the user is trying to basically master the tasks involved in using the innovation to the most sophisticated point--Renewal where the user is considering making major modifications in the innovation or replacing it in order to better serve clients. The categories of use reflect different functions of use of the innovation, such as planning.

As can be noted from Figure I-1, eight of the Migrant pre-K teachers were at the Mechanical Use Level. Quoting from Reference #2 (p. 54) "Mechanical Use: State in which the user focuses most effort on the short term day-to-day use of the innovation with little time for reflection. Changes in use are made more to meet user needs than client needs. The user is primarily engaged in a stepwise attempt to master the tasks required to use the innovation, often resulting in disjointed and superficial use." For nearly all the teachers, this probably primarily reflects that this is their first year to use the AISD Early Childhood Curriculum to any extent.

Last year's pre-kindergarten observation data (Appendix L, Title I Migrant Technical Report, ORE Publication Number 79.09) seem to indicate the AISD Curriculum was rarely used by the Migrant teachers. This was the first year they were required to use it as a major part of their instruction. Their Level of Use ratings across the categories generally reflect their newness to the curriculum and that generally their concerns with the curriculum were getting it done, getting the materials together, how others do it, etc. Except for the two new teachers, teachers also still reported using a good deal of the BECP Curriculum in their instruction.

One of the nine teachers was rated a Routine User. She generally used the BECP Curriculum more than she did the AISD Curriculum, but her use was generally in a pattern which she has established early in the year. She reported making few changes in her ongoing use of the curriculum.

In interviewing the Migrant teachers, except for the two new teachers, it was obvious that each teacher used the AISD and BECP Curricula in a wide variety of ways. Teachers reported some confusion over how they were supposed to "mesh" the two curricula. Some teachers alternated units from the two curricula; some used a lot of the BECP materials in teaching the AISD units; some used segments from each curriculum to form a complete unit; some varied their use--one week using both, the next using just one, etc; and one used the AISD Curriculum in the afternoon.

Figure I-2 presents Levels of Use ratings for the Title I pre-K teachers. On overall Level of Use, two teachers were at the Routine Use stage and five were at the Refinement Use stage. Refinement Use is defined as (Reference #2, p. 54) "State in which the user varies the use of the innovation to increase the impact on clients within immediate sphere of influence. Variations are based on knowledge of both short- and long-term consequences for clients." While the Routine Users had a fairly stabilized pattern of use, the Refinement Users reported more variation in how they used the curriculum depending on the need of their children. In the interviews, these five teachers consistently mentioned altering units here and there to better fit the childrens' needs.

A comparison of the Title I and the Migrant pre-K teachers generally reveals the Title I teachers to be more sophisticated users of the AISD Curriculum. This seems very logical for two reasons. The first is the Title I teachers to a very large extent have several years experience (for each teacher) in teaching the AISD Curriculum. One would expect them to be less routine in use than teachers who have had little or no experience in the AISD Curriculum previous to this year. They also would be expected to be more adept at the curriculum since it is the only curriculum they teach and generally have ever taught. The Migrant teachers (except for the two new teachers) all reported using as much from the BECP Curriculum as from the AISD Curriculum and often the BECP was used more. It may seem more straightforward to the Title I teachers since it generally is the only curriculum they have ever used.

Strengths and Weaknesses of the Curriculum as Seen by Migrant and Title I Teachers

What each teacher saw as the strengths and weaknesses of the curriculum are discussed here.

Figure I-3 presents the strengths of the AISD Early Childhood Curriculum as noted by the Migrant pre-K teachers. This figure includes the comments of the two 50% Migrant/50% Title I teachers as well. The teachers saw the curriculum having lots of and a variety of resources as the major strength. They also felt it was more expansive than the BECP and had more science. Two teachers felt a strength was the freedom it gave the teacher to use it as she feels best.

The strengths as noted by the Title I pre-K teachers are listed in Figure I-4. A major strength noted by these teachers was the freedom/flexibility of the curriculum that allows the teacher to adapt it to her children. Also they generally felt the curriculum was spelled out and organized so that even a beginning teacher could follow it easily. The number of and variety of resources were also seen as pluses.

In Figure I-5 are the weaknesses of the AISD Early Childhood Curriculum reported by the Migrant pre-K teachers (including the two split-funded teachers). The main concerns of the teachers were the materials not being included and the skills/concepts areas not being clearly defined or covered. It was felt by some teachers that parts of some units of the curriculum were too hard or not appropriate for the children. Some teachers were also not comfortable with the organization (or lack of organization) of this curriculum. These concerns to a large degree reflect differences between the AISD Curriculum and the BECP Curriculum. The BECP contained the materials needed, whereas the AISD requires the teacher to gather the materials needed for the units. Also the BECP lists the skills each lesson is seen to be covering and has activities in such areas as physical and motor development. The AISD Curriculum is not structured this way. The BECP lays out more specifically what is expected of the teacher, while the AISD leaves more up to the planning of the teacher.

In Figure I-6 are listed the weaknesses of the AISD Curriculum as noted by the Title I teachers. Their comments generally focused on broadening the curriculum by adding math, art, more hands-on experience, etc. As did several of the Migrant teachers, two teachers felt parts of some units were too advanced for some children.

LEVELS OF USE

Categories of Use

	Levels	Knowledge	Acquiring Information	Sharing	Assessing	Planning	Status Reporting	Performing	Overall Level of Use
Non-Users	Non-Use	-	-	-	-	-	-	-	-
	Orientation	-	-	-	-	-	-	-	-
	Preparation	-	-	-	-	-	-	-	-
Users	Mechanical Use	8	6	8	6	7	8	8	8
	Routine	1	3	1	2	2	-	1	1
	Refinement	-	-	-	1	-	1	-	-
	Integration	-	-	-	-	-	-	-	-
	Renewal	-	-	-	-	-	-	-	-

Figure I-1. SUMMARY OF MIGRANT PRE-K TEACHERS' LEVELS OF USE OF THE AISD EARLY CHILDHOOD CURRICULUM. Numbers represent number of teachers in each category.

Note: The 2 Title I/Migrant teachers are included in the Migrant Teacher Summary.

LEVELS OF USE

Categories of Use

		Knowledge	Acquiring Information	Sharing	Assessing	Planning	Status Reporting	Performing	Overall Level of Use
Non-Users	Non-Use	-	-	-	-	-	-	-	-
	Orientation	-	-	-	-	-	-	-	-
	Preparation	-	-	-	-	-	-	-	-
Users	Mechanical Use	-	-	1	-	-	-	-	-
	Routine	1	5	2	-	3	2	2	2
	Refinement	6	2	3	7	4	5	5	5
	Integration	-	-	1	-	-	-	-	-
	Renewal	-	-	-	-	-	-	-	-

Figure I-2. SUMMARY OF TITLE I PRE-K TEACHERS' LEVELS OF USE OF THE AISD EARLY CHILDHOOD CURRICULUM. Numbers represent number of teachers in each category.

MECHANICAL USERS(N=8)

Areas of Strength	Specific Comments
Resources	-It is helpful to have books, poem lists, etc. to go with each unit. -It expands on each unit with art. -There are a lot of supplementary activities. -There is a variety of supplementary activities. -Many supplementary activities are provided including art.
Expansive	-It is more expansive than the BECP on similar concepts and units. -The units are broader than similar BECP units.
Science	-The AISD curriculum has more science than the BECP. -There is more science than in the BECP.
Freedom	-The teacher is given a lot of leeway in teaching. -It is great as a springboard--you can modify the curriculum to fit your particular class.
Other	-It is very fundamental--teaches basics. -It is easy to teach, easy to follow as a teacher and easy to implement. -The material is appropriate for the children 90% of the time. -There are so many good ideas. -It is hard to find any weaknesses. -Some materials were very easy to gather. -It does a lot for language development.

ROUTINE USER(N=1)

Specific Comments

-The units are laid out--what materials to use, content, language, and objectives.

-The children have learned a lot with the two curricula combined.

-It has finger plays, art, poems, etc. for each unit.

Figure I-3. STRENGTHS OF AISD EARLY CHILDHOOD CURRICULUM AS REPORTED BY THE MIGRANT PRE-K TEACHERS.

ROUTINE USERS(N=2)

Areas of Strength	Specific Comments
Spelled-Out	-It is specified very clearly--it reinforces vocabulary and has concepts. -The curriculum is good in that it is step-by-step. -It is easy to follow even for the newcomer. -I am comfortable with the lessons--the goals to be achieved by the child are set out.
Resources	-It is useful--has language, art, and games. -It has everyting I need. -It is filled with resources.
Other	-I have not found any weaknesses.

REFINEMENT USERS(N=5)

Areas of Strength	Specific Comments
Freedom/Flexibility	-The curriculum is flexible. -I like the units--gives the teacher a lot of freedom. -I am given the freedom to use the curriculum as I see fit for my children. -The curriculum is something for the teacher to build upon. -It is very adaptable to your children (you can use all of a unit, only parts, etc.). -The curriculum is very flexible--the beginning teacher can use it since everyting is there and if you are experienced, you can take its ideas and go from there.
Spelled-Out	-It is easy for me as a teacher to follow since it is all laid out. -It is very precise. -The curriculum is organized--you can use it without a lot of planning. -I know if I follow it the children will be getting what everyone else is getting.
Resources	-The curriculum provides lots of resources. -It has a resource box. -It has a wealth of materials.
Units	-It has a good choice of units. -The lessons are good. -It is strong in social studies and science.
Other	-It has lots of concept teaching.

Figure I-4. STRENGTHS OF THE AISD EARLY CHILDHOOD CURRICULUM AS REPORTED BY TITLE I PRE-K TEACHERS.

MECHANICAL USERS(N=8)

Areas of Weakness	Specific Comments
Materials	-The materials are not included. -More introductory materials are needed. -Some materials are not available within the curriculum. -It lacks visual materials and sometimes the manipulative materials that go with the units. -It is hard to find time to order materials, to go to the library, etc. -The curriculum requires teachers to look for a lot of materials.
Skills/Concepts	-Too many concepts are put together. -I feel it is not obvious what skill the units are working on--so it would be very hard for a new teacher to follow the AISD curriculum. -Fine motor skills are not developed. -There are gaps in skill, cultural, and affective development. -It is not always evident what concept you are working on. -All areas are not covered--physical, auditory, etc.
Difficulty Level	-The music unit is too involved. -Some lessons are too difficult, too complex for some students at times. -The difficulty level of the units needs to be laid out--unless a teacher is already familiar with a unit, there is no way to know (the difficulty level) before doing a unit. -It has too much detail--it is (some units only) too far advanced for some of the children.
Organization	-It is not organized. -I would like a better way of organizing materials. -There is no sequence.
Inappropriate	-It is not geared to these children. -It does not have activities that fit these children.
Other	-There are not enough activities in some areas, e.g. art. -It is hard to plan for an aide in terms of the AISD curriculum. -The curriculum relies more on large groups and I prefer smaller groups. -The lessons are not really units--they seem incomplete. -The philosophy behind the curriculum is not stated.

Figure I-5. WEAKNESSES OF THE AISD EARLY CHILDHOOD CURRICULUM AS REPORTED BY MIGRANT PRE-K TEACHERS. (Page 1 of 2)

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ROUTINE USER(N=1)

Specific Comments

- It is not sequential.
- In the units themselves, the individual skill areas are not spelled out.
- Some units are too above the children's level.
- Parts of some units are too boring--there is too much dialogue.
- More P.E. and music activities are needed.
- Visual and auditory areas are not covered.
- It is not a whole curriculum.

Figure I-5. (Continued, page 2 of 2)

ROUTINE USERS(N=2)

Specific Comments

-None.
-The teacher cannot just give a lesson to an aide and expect her to do it--you must communicate much more, be specific, and give direction.

REFINEMENT USERS(N=5)

Areas of Weakness	Specific Comments
Related Activities	-Art projects need to be added as added reinforcement. -There is not enough hands-on experience. -I would like to see more ideas for related (enrichment) activities.
Difficulty	-Parts of some units are too advanced for some children. -Some things are too hard for some children.
Other	-I would like to see a math component added. -There is too much material in some units.

Figure I-6. WEAKNESSESS OF THE AISD EARLY CHILDHOOD CURRICULUM AS REPORTED BY TITLE I PRE-K TEACHERS.

Levels of Use Interview (User)

1. Are you currently using the AISD Early Childhood Curriculum?

2. Please describe for me how you are using the AISD Early Childhood Curriculum?
   How often do you use it? Can you describe the units for me?
   How many units have you taught? What concepts are you teaching?
   What is related to the curriculum (lots of different activities)?
   How is it different from the BECP (hands-on, reinforce things over and over, ideas reinforce the concepts)?

3. What do you see as the strengths and weaknesses of AISD Early Childhood Curriculum in your situation? (have you made any attempt to do anything about the weaknesses? Probe those mentioned specifically).

4. Are you currently looking for any information about the AISD Early Childhood Curriculum? What kind? For what purposes?

5. Do you work with others in your use of the AISD Early Childhood Curriculum? Have you made any changes in your use of the AISD Early Childhood Curriculum based on this coordination? (if yes, go to *)

6. Do you ever talk with others about the AISD Early Childhood Curriculum? What do you tell them?

7. (Have you considered any alternatives or different ways of doing things with the program?) Are you doing any evaluating, either formally or informally, that would affect your use of the AISD Early Childhood Curriculum? Have you received any feedback from students that would affect the way you are using AISD Early Childhood Curriculum? What have you done with the information that you get?

8. Have you made any changes recently in how you use the AISD Early Childhood Curriculum? Give examples if needed. What? Why? How recently? Are you considering making any changes?

9. As you look ahead to later in this year, what plans do you have in relation to your use of the AISD Early Childhood Curriculum?

10. Are you considering or planning to make major modifications or replace the the AISD Early Childhood Curriculum at this time?

* 1. How do you work together? What things do you share with each other?
   2. How frequently?
   3. What do you see as the effects of this collaboration?
   4. Are you looking for any particular kind of information in relationship to this working together?
   5. Do you talk with others about your working together? If so, what do you share with them?
   6. Have you done any formal or informal evaluation of how your collaboration is working?
   7. What plans do you have for this effort in the future?

If YES go to #10 above.
If NO go to #6 above.

Levels of Use Interview (non-User)

Are you currently using the AISD Early Childhood Curriculum?

Have you ever used it in the past? If so, when? Why did you stop? (if yes, go to Past Users, then return).

Have you made a decision to use AISD Early Childhood Curriculum in the future?

If so, when will you begin to use it?

Can you describe the AISD Early Childhood Curriculum for me as you see it?

Are you currently looking for any information about the AISD Early Childhood Curriculum? What kinds? For what purposes?

What do you see as the strengths and weaknesses of the AISD Early Childhood Curriculum in your situation?

At this point in time, what kinds of questions are you asking about AISD Early Childhood Curriculum? Give examples if necessary.

Do you ever talk with others and share information about AISD Early Childhood Curriculum? What do you share?

What are you planning with respect to AISD Early Childhood Curriculum? Can you tell me about any preparation or plans you have been making for the use of AISD Early Childhood Curriculum?

Can you summarize for me where you see yourself right now in relation to the use of the AISD Early Childhood Curriculum?

Past Users

Past Users
Can you describe for me how you organized your use of the AISD Early Childhood Curriculum?
What problems you found? What its effects appeared to be on students?

When you assess the AISD Early Childhood Curriculum at this point in time, what do you see as the strengths and weaknesses?
(return to other no questions)

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Attachment I-2

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

January 20, 1981

TO: Title I and Title I Migrant Pre-K Teachers

FROM: Catherine Christner CC

SUBJECT: Pre-K Curriculum

As part of the evaluation of the pre-kindergarten program, brief interviews are planned with each pre-K teacher on the pre-K curriculum. There is nothing you need to do to prepare for this interview. I'll just be asking you about your usage of the curriculum.

The interviews will be very brief (five to fifteen minutes) and will be conducted by me. Your individual responses will be kept confidential. Ruth Fairchild, the Title I Migrant Evaluation Secretary, will be calling you soon to arrange a time for the interview that is convenient with your schedule.

Thank you for your cooperation. I'm looking forward to talking with you.

Approved: Freda M. Holley
Director, Office of Research and Evaluation

Approved: Roberta Hartung
Director, Elementary Education

CC:rrf

cc: Lee Laws
Oscar Cantú
José Mata
Timy Baranoff
Principals of Schools with pre-k Teachers
David Doss

80.40

TITLE I MIGRANT

APPENDIX J

MIGRANT TEACHER QUESTIONNAIRE

30.40 Instrument Description: Migrant Teacher Questionnaire-Spring

Brief description of the instrument:

The Migrant Teacher Questionnaire consisted of 16 questions asking the teachers to rate their level of satisfaction with various aspects of their jobs and one open-ended question asking what areas of the Migrant Program were most in need of improvement.

To whom was the instrument administered?

All the Migrant teachers.

How many times was the instrument administered?

Once.

When was the instrument administered?

April and May, 1981.

Where was the instrument administered?

The questionnaires were delivered via school mail to the teachers.

Who administered the instrument?

The questionnaires were self-administered.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

The Title I Migrant Evaluator with input from the Department of Developmental Programs staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

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MIGRANT TEACHER QUESTIONNAIRE

Purpose

The Migrant Teacher Questionnaire was submitted to the Migrant teachers in the spring of 1981 in order to obtain information relevant to the following decision and evaluation questions:

Decision Question D1: Should the Pre-K Instructional Component be continued as it is, modified, or deleted?

Evaluation Question D1-4: How successful was the implementation of the Pre-K Component?

d) Were concerns resolved by the end of the year? How? Were additional strengths noted?

Evaluation Question D1-7: What supervision concerns were identified/resolved during 1980-81?

b) Were the expectations of the Migrant pre-K teachers with regard to supervision fulfilled during the 1980-81 school year?

Evaluation Question D1-8: In what staff development activities did Migrant pre-K teachers participate? Who sponsored sessions attended by the teachers?

Decision Question D2: Should the K-12 Instructional Component (Communication Skills) be continued as it is, modified, or deleted?

Evaluation Question D2-5: How successful was the implementation of the K-12 Component?

c) Were concerns resolved by the end of the year? How? Were additional strengths noted?

Evaluation Question D2-6: What supervision concerns, if any, were identified/resolved during 1980-81?

b) Were the expectations of the Migrant K-12 teachers with regard to supervision fulfilled during the 1980-81 school year?

Evaluation Question D2-7: In what staff development activities did Migrant K-12 teachers participate? Who sponsored sessions attended by the teachers?

Decision Question D3: Should the Health Services Component be continued as it is, modified, or deleted?

Evaluation Question D3-5: Were any problems encountered in the implementation of the Health Services Component?

Decision Question D4: Should the Parental Involvement Component be continued as it is, modified, or deleted?

Evaluation Question D4-5: Were any problems encountered in the implementation of the Parental Involvement Component?

Decision Question D5: Should the MSRTS Component be continued as it is, modified, or deleted?

Evaluation Question D5-2: Were any problems encountered with the implementation of the MSRTS Component?

Evaluation Question D5-4: What are the costs of the MSRTS Component to AISD in comparison to the benefits of the system to AISD?

Procedure

Draft copies of the Migrant Teacher Questionnaire were sent to the Migrant Program administrators on April 8, 1981 for their review and feedback (Attachment J-1 is the cover letter). The questionnaire was modified slightly based on their comments. Attachment J-2 is a copy of the final questionnaire sent. On April 21, 1981 each Migrant teacher was sent a memo explaining the purpose of the questionnaire (Attachment J-3) as well as a copy of the questionnaire. Each teacher was assigned a number in order to followup on the return rate. Three teachers had not returned their questionnaires by May 4, 1981, so they were called. By May 8, 1981, all questionnaires were received. All data were tallied by hand and individual teacher data were kept confidential.

Results

Evaluation Questions D1-4 and D2-5: How successful was the implementation of the Pre-K and K-12 Components?

Questionnaire items 1-6 focused on the Instructional Components, so teachers' responses to these items are discussed here. Also the last question asking the teachers to list areas needing improvement in the Program has some relevance to D1-4 and D2-5. These results are discussed at the end of this appendix.

Pre-K

The pre-kindergarten teachers' responses indicated their general satisfaction with the implementation of the Instructional Component. Figure J-1 is a compilation of the pre-K Migrant teachers responses to items 1-16 of the questionnaire. On items 1-6, the area where the pre-K teachers were most satisfied was facilities and materials. Although all areas were generally positive, there were two areas where the teachers expressed some concern: the identification process (item 1) and the number of students served (item 4). One teacher was very dissatisfied with the identification process and two teachers felt the pre-K classes were too large or there were inequities in numbers of students per class across the program.

Elementary

Figure J-2 presents the elementary Migrant teachers responses to items 1-16. On items 1-6, the elementary Migrant teachers were most positive about the facilities and materials available to them and the number of children they were able to serve. Their responses indicated the least amount of satisfaction with the identification process (item 1). One teacher said scheduling presented a problem for her. Another was not satisfied with the length of instructional time she was able to provide.

Secondary

Of all three groups of Migrant teachers, the secondary teachers were the least satisfied with how the instructional program was implemented. Figure J-3 contains their responses to items 1-16. On items 1-6, some degree of dissatisfaction was expressed on every item, either by the item response or a negative comment. Four of the seven teachers were dissatisfied with the number of students they were able to serve. The Migrant Student Attendance Reports (see Appendix U) indicated all teachers generally saw fewer than 30 students per reporting period and one teacher saw only 12 students. Three teachers were also dissatisfied with the length of time they had instructionally. Comments indicated teachers felt limited by scheduling or waiting for the classroom teacher, and some classroom teachers were hesitant to let the migrant students out of their class to go to the Migrant teacher. Two secondary Migrant teachers also felt scheduling could be improved and facilities and materials (arriving on time) could be improved.

> Evaluation Questions D1-7 and D2-6: What supervision concerns were identified/resolved during the 1980-81 school year?

Item 13 of the questionnaire dealt with instructional supervision.

Pre-K

As can be noted in Figure J-1, the pre-K Migrant teachers were generally satisfied with the instructional supervision they received. One teacher felt the supervision was excellent, but she would have liked to have had more contact with the supervisor. Another teacher commented upon her lack of choice in the matter.

Elementary

Two elementary Migrant teachers expressed dissatisfaction with the supervision that they received (Item 13, Figure J-2). One teacher's comments indicated she did not receive much feedback on-her performance-and the other expressed a need to build a more cohesive program. The other five teachers were very or relatively satisfied with the supervision they received.

Secondary

Six of the seven secondary Migrant teachers were generally satisfied with their supervision. One teacher was neutral, but did not comment so her concerns are unknown. See teachers' responses on Item 13, Figure J-3.

> Evaluation Questions D1-8 and D2-7: In what staff development activities did Migrant pre-K and K-12 teachers participate? Who sponsored the sessions attended by the teachers?

Item 14 on the questionnaire focused on the teachers' degree of satisfaction with the staff development activities offered--sponsored by AISD (a) and sponsored by the Migrant Program (b).

Pre-K

Six of the nine pre-K teachers were satisfied with the AISD-sponsored staff development activities (see Figure J-1). The comments of those who were not pleased with the AISD-sponsored staff development indicated they felt it was repetitive and boring. They were more pleased with the Migrant-sponsored activities with two comments that the activities were useful or good.

Elementary

Three of the 7 elementary teachers expressed dissatisfaction with AISD-sponsored staff development. Their comments indicated it was not seen as relevant or appropriate to their needs (Item 14, Figure J-2). The teachers were more positive about the Migrant-sponsored staff development, but one teacher felt the staff development was too focused on regular Title I matters.

Secondary

As can be noted from Item 14, Figure J-3, the secondary Migrant teachers were not totally positive about the staff development activities offered by either AISD or Migrant. Two teachers were not satisfied with either the AISD- or Migrant-sponsored staff development activities and one teacher was neutral about the AISD-sponsored staff development and two were neutral about that sponsored by the Migrant Program. Comments seem to indicate the staff development held was seen as either not enough or not appropriate to the Migrant teachers' needs.

Evaluation Question D3-5: Were any problems encountered in the implementation of the Health Services Component?

Item 7 of the questionnaire addressed teachers' satisfaction with the health services provided.

Pre-K

Eight of the nine teachers were satisfied or very satisfied with the health services provided. One teacher reported not being satisfied, but no comments were given to ascertain what area caused her dissatisfaction. See Figure J-1, Item 7.

Elementary

The elementary teachers all reported being satisfied or very satisifed with the health services they received (see Figure J-2, Item 7).

Secondary

Six of the seven teachers were satisfied or very satisfied with services received and one teacher was neutral. The comments were all positive indicating that all needing to be seen were seen (Figure J-3, Item 7). One teacher also commented that parents had called indicating they had been helped by the nurse.

Evaluation Question D4-5: Were any problems encountered in the implementation of the Parental Involvement Component?

Items 8, 9, and 10 all pertain to the Parental Involvement Component: Item 8 deals with satisfaction about staff; Item 9 deals with satisfaction about clothing; and Item 10 focuses on the local PAC.

Pre-K

As can be noted in Figure J-1, on Item 8, one teacher was dissatisfied with the services provided by her community representative and three teachers were neutral. One teacher commented that although the services were excellent, she had little contact with her community representative.

On Item 9 dealing with clothing referrals, one teacher was dissatisfied and two were neutral. No comments were made to clarify in which area(s) the dissatisfaction lay.

Pre-K teachers were most dissatisfied with the operation of their school's PAC in all the areas of the Parental Involvement Component. Three teachers were dissatisfied and two were neutral in this area (see Figure J-1, Item 10). One teacher commented that she was not notified of her school's PAC meetings.

UTR&D/CBAM 1976

LEVEL OF USE RATING SHEET

Tape #:
Date: / /

Site:
I.D. #:

Interviewer:
Rater:

Level	Knowledge	Acquiring Information	Sharing	Assessing	Planning	Status Reporting	Performing	Overall LoU
Non-Use D.P. A	0	0	0	0	0	0	0	0
Orientation D.P. B	I	I	I	I	I	I	I	I
Preparation D.P. C	II	II	II	II	II	II	II	II
Mechanical Use D.P. D-1	III	III	III	III	III	III	III	III
Routine D.P. D-2	IVA	IVA	IVA	IVA	IVA	IVA	IVA	IVA
Refinement D.P. E	IVB	IVB	IVB	IVB	IVB	IVB	IVB	IVB
Integration D.P. F	V	V	V	V	V	V	V	V
Renewal	VI	VI	VI	VI	VI	VI	VI	VI
User is not doing:	ND	ND	ND	ND	ND	ND	ND	
No information in interview:	NI	NI	NI	NI	NI	NI	NI	

Past User _____ Estimated past LoU _____

The amount of information in the interview was:	insufficient for rating	1	2	3	4	5	6	7	very adequate for rating
The interviewee:	does not fit on the chart	1	2	3	4	5	6	7	fits well on the chart
The interviewee:	was very difficult to interview	1	2	3	4	5	6	7	was no problem to interview

Attachment I-3

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Elementary

One elementary teacher was not satisfied with the staff services and two teachers were neutral in this area (Figure J-2, Item 8). One teacher commented she would like more frequently scheduled visits by the community representatives. Another teacher said, although her representative was helpful at times, at other times he/she did not get information back to her that she needed.

The processing of clothing referrals was of source of dissatisfaction to one teacher and one teacher was neutral on this issue (Item 9). One comment made indicated follow-up feedback about clothing given would be helpful to teachers. One teacher felt clothing monies were so limited that they were not a consistent source of help.

As with the pre-K teachers, the operation of the local PAC was the area of teachers' greatest dissatisfaction with this component (Item 10). Four of the seven teachers were dissatisfied with the PAC operation at their school. Two teachers were neutral and only one teacher was satisfied. Comments made indicated teachers' greatest source of dissatisfaction was the low parent attendance at these meetings.

Secondary

One teacher expressed dissatisfaction with the community representative and one teacher was neutral (Figure J-3, Item 8). One teacher commented the staff was very helpful and cooperative, but one teacher reported lacking any feedback on parent-community representative interaction and another had difficulty contacting the community representative or getting reports on referrals made.

Three of the seven secondary teachers were not satisfied with the processing of clothing referrals. Comments (Item 9) indicated teachers want feedback directly from the representative when action is taken. Too much money was seen as being spent on four year olds. Another teacher felt migrant students should have new shoes and not be referred to the Salvation Army.

As can be noted in the responses to Item 10, three teachers were dissatisfied with the operation of the local PAC and one teacher was neutral. As were the other Migrant teachers, these teachers were disappointed at the parent attendance at the meetings. One teacher also felt the time that the meetings were held was inconvenient. In one positive comment, a teacher reported the local PAC meetings to be more organized and the agendas to be relevant.

Evaluation Question D5-2: Were any problems encountered with the implementation of the MSRTS Component?

Evaluation Question D5-4: What are the costs of the MSRTS Component to AISD in comparison to the benefits of the system to AISD?

Item 11 asked the teachers to comment on their degree of satisfaction with the MSRTS.

Pre-K

Only one pre-K Migrant teacher reported being dissatisfied with the MSRTS. Three teachers were neutral about it. No comments were made to define the area(s) of dissatisfaction or satisfaction. See Figure J-1.

Elementary

Two of the seven teachers were dissatisfied with their MSRTS experiences and three were neutral (Figure J-2). The only comment made was a request for a decoding manual on what the MSRTS forms from other districts mean.

Secondary

Only one of the seven secondary teachers reported being satisfied with experiences with the MSRTS. Two were neutral, two were dissatisfied, and two reported the MSRTS was not applicable to them. One comment was especially descriptive "I have had no meaningful experiences with MSRTS." Another teacher commented on the need to learn more about MSRTS. See Figure J-3, Item 11.

Other

Three other questions on the questionnaire addressed areas not covered by the evaluation questions, but areas that were felt to be important based on the Migrant Teacher Interview-Fall (see Appendix H in this volume).

Item 12. I am satisfied with the support and cooperation of the Migrant Program Staff this school year.

Pre-K

No teacher expressed dissatisfaction in this area (Figure J-1). Two teachers were neutral on this item, indicating neither satisfaction nor dissatisfaction. No comments were made on the item by the pre-K teachers.

Elementary

All the elementary teachers reported they were satisfied with this area. Comments indicated the staff was seen as helpful and positive, but isolated. See Figure J-2.

Secondary

All the secondary teachers were satisfied with the staff (Figure J-3) in terms of support and cooperation. Comments indicated the staff was very helpful and the Migrant Coordinator was always available when the teachers needed help.

Item 15. I am satisfied with the amount of communication that I have had with other Migrant teachers this school year.

Pre-K

Two teachers were not satisfied with the amount of communication, while one teacher was neutral (Figure J-1). One teacher felt there was always a need for more communication among teachers and another teacher indicated the quality of time spent together could be improved.

Elementary

Only two of the seven teachers were satisfied with this area. Three teachers were dissatisfied and two teachers were neutral. Comments indicated several teachers would like more frequent meetings with the other elementary Migrant teachers. See Figure J-2.

Secondary

As did the elementary Migrant teachers, the secondary Migrant teachers were generally dissatisfied with the amount of communication they had with other Migrant teachers. As shown in Figure J-3, only one teacher was satisfied, two were neutral, and four were dissatisfied. All the comments made indicated a definite need to get together more with the other Migrant teachers. The comments also indicated one of the most desired outcomes of these more frequent meetings was to share ideas and materials.

Item 16. I am satisfied with the information that I have received this school year in the following areas:

a) curriculum.
b) Migrant application.
c) purchasing procedures.
d) my responsibilities as a Migrant teacher.

Pre-K

Eight of the teachers were satisfied with the information they received about the curriculum and one was dissatisfied. Of the four areas of Item 16, the area of the Migrant application was where teachers were least satisfied. Only three of the nine teachers were satisfied, while three were neutral, and two were dissatisfied. One teacher did not respond to this subitem. Six teachers expressed satisfaction with the information they received about purchasing procedures, while one was neutral and two teachers were not satisfied. One teacher commented that the procedures had improved over those used last year. Finally in response to the information they received on their responsibilities as a Migrant teacher, seven teachers were satisfied in this area, while one teacher was neutral and one teacher was dissatisfied. No comments were made by the teacher to specify where her dissatisfaction lay. See Figure J-1.

Elementary

Figure J-2 contains the elementary teachers' responses. Five teachers were satisfied with the information they received about curriculum matters. One teacher reported this item was not applicable to her and another was dissatisfied. The teacher who was dissatisfied would like to be allowed to use Accutrak. On information they received about the Migrant application, four teachers were satisfied, two were neutral, and one was dissatisfied. The dissatisfied teacher indicated she did not get to see the application. Six of the seven teachers were satisfied with the information they received about purchasing procedures. One teacher reported this area was not applicable to her. In the area of information about the responsibilities of a Migrant teacher, five teachers were satisfied and two were dissatisfied. One of the dissatisfied teachers reported playing this area by ear--indicating a lack of guidance.

Secondary

The secondary teachers responses to Item 16 are listed in Figure J-3. Six of the seven teachers reported being satisfied with the curriculum information received. One teacher was neutral. In the area of information received on the Migrant application, one teacher was not satisfied, two were neutral, and four were satisfied. Comments made by the teachers indicated a need to know more about the application and if any changes were planned for next year. Five teachers were satisfied with the information they received about purchasing procedures and two were neutral in this area. All seven teachers reported being satisfied with the information they received about their responsibilities as Migrant teachers.

Item 17: Based on your experience this year as a Migrant teacher, what are three areas of the program that are most in need of improvement? What are your suggestions for improvement?

Pre-K

The pre-kindergarten Migrant teachers were diverse in their comments on areas needing improvement in the program. Their responses to Item 17 are summarized in Figure J-4. Teachers want parents to be more involved in the program. Enrollment was a concern to two teachers (one wanted to limit enrollment and the other wanted upgraded enrollment procedures). Better local staff development activities and continued emphasis on in-service at the pre-K level were requested. Special services should be extended to four year olds. A need for better communication between AISD and the Migrant Program was seen as needed as well as better communication between the Program staff and the Migrant teacher. Several other areas were mentioned--see Figure J-4.

Elementary

Figure J-5 lists the comments made by the elementary Migrant teachers on areas they felt could use improvement. Four of the seven teachers made comments on the positive nature of the year. Getting more parents involved in the PACs and other parts of the Program was seen as needed. This was also a concern of the pre-K teachers. Also as did the pre-K teachers, the area of communication among staff members was noted as an area to be improved. Several other ideas for improvement were proffered and can be found in Figure J-5.

Secondary

As did both other groups of teachers, secondary teachers felt that increasing parental participation in the Program should be a priority. Secondary teachers responses are contained in Figure J-6. Also as did the other teachers, a need was seen to have better communication. This was expanded to include staff development type activities where foundation teachers learn more about the Migrant Program. Also a desire to get together with the other Migrant teachers for staff development to learn how to better serve the students' needs in all areas was felt to be needed. Scheduling was also listed as a problem area. The remaining areas mentioned are covered in Figure J-6.

80.40

Pre-K

Items:	Totally Agree	Agree	Neutral	Disagree	Totally Disagree	Not Applicable	Comments:
1. I am satisfied with the migrant student identification process used this school year.	0	5	2	0	1	1	•I do not know what the identification process is. •I think there should be a cut off date for registering new students (April 1).
2. I am satisfied with the process used for scheduling migrant students this school year.	3	4	0	0	0	2	
3. I am satisfied with the length of instructional time provided to the migrant students this school year.	5	3	1	0	0	0	
4. I am satisfied with the number of migrant students served this school year.	2	5	0	2	0	0	•Pre-K classes are too large. •I am satisfied with my enrollment, but I know there are some inequities in the program. •The class limit of 20 is excellent.
5. I am satisfied with the coordination that I have had with the regular classroom teachers this school year.	2	3	0	0	0	4	
6. I am satisfied with the facilities and materials that I have had available to me this school year.	7	2	0	0	0	0	•The materials and facilities have both been excellent this year.
7. I am satisfied with the health care services provided to the migrant students this school year.	4	4	0	0	1	0	•The services are excellent and the contact is on a regular basis.
8. I am satisfied with the services provided by the Parental Involvement staff and my community representative this school year.	1	4	3	1	0	0	•The services are excellent, but contact with the teacher is sparse.
9. I am satisfied with the processing of clothing referrals this school year.	1	5	2	1	0	0	

Figure J-1. SUMMARY OF PRE-K MIGRANT TEACHERS' RESPONSES TO THE MIGRANT TEACHER QUESTIONNAIRE. Number represent number of teachers making that response. (Page 1 of 2)

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Pre-K

Items:	Totally Agree	Agree	Neutral	Disagree	Totally Disagree	Not Applicable	Comments:
10. I am satisfied with the operation of my school's PAC this school year.	1	3	2	2	1	0	•My school's activities are hard to find out about--I was not notified of local meetings.
11. I am satisfied with my experiences with the MSRTS this school year.	0	5	3	1	0	0	
12. I am satisfied with the support and cooperation of the Migrant Program Staff this school year.	2	4	2	0	0	1	
13. I am satisfied with the instructional supervision that I received this school year.	2	6	1	0	0	0	•The supervision is excellent, but I could have used more of it. •There's not much choice, is there?
14. I am satisfied with the staff development activities that have been provided this school year.							
a) local, AISD-sponsored.	1	5	0	2	1	0	a) •AISD staff development on the local campus was boring and redundant. •There is too much repetition--the same activities are offered every year. •This year the in-services were more useful than in the past.
b) Migrant-sponsored.	1	6	1	0	0	0	b) •The Migrant-sponsored activities were good. •The in-services were more useful than in the past.
15. I am satisfied with the amount of communication that I have had with other Migrant teachers this school year.	0	6	1	2	0	0	•The amount is about right, but the quality of time spent (subjects covered, etc.) could be improved. •There is always a need for more communication among teachers.
16. I am satisfied with the information that I have received this school year in the following areas:							•I wasn't involved in this.
a) curriculum.	2	6	0	1	0	0	
b) Migrant application.	0	3	3	2	0	0	
c) purchasing procedures.	1	5	1	2	0	0	c) •These have improved over last year's.
d) my responsibilities as a Migrant teacher.	2	5	1	1	0	0	

Figure J-1. (Continued, Page 2 of 2)

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Elementary

Items:	Totally Agree	Agree	Neutral	Disagree	Totally Disagree	Not Applicable	Comments:
1. I am satisfied with the migrant student identification process used this school year.	1	3	2	1	0	0	•There were 3 students who registered in August, but for some reason I was not notified until April that they had been added to the list. •I have not sought out new migrant students, due to the lack of a system for handling resulting overloads. When students were identified I served them. •There are many more students who could be served if the program were expanded.
2. I am satisfied with the process used for scheduling migrant students this school year.	4	2	0	1	0	0	•Scheduling has continued to be a problem this year. If all migrant students at a grade level were placed in one classroom, then scheduling of larger groups would be possible.
3. I am satisfied with the length of instructional time provided to the migrant students this school year.	2	4	0	1	0	0	•I could use 10 more minutes (making 40 minutes). •Some students have needed more time which I was unable to schedule.
4. I am satisfied with the number of migrant students served this school year.	5	2	0	0	0	0	•A maximum of 41 students has made a world of difference in that I can individualize effectively.
5. I am satisfied with the coordination that I have had with the regular classroom teachers this school year.	4	2	1	0	0	0	•I have used programs that coordinate with the goals and objectives for a given grade level in AISD--the classroom teachers have also given input.
6. I am satisfied with the facilities and materials that I have had available to me this school year.	5	2	0	0	0	0	•Having half a classroom with windows contributes to my teaching effectiveness and job satisfaction. •I have been pleased with the writing and research skills materials I ordered.
7. I am satisfied with the health care services provided to the migrant students this school year.	6	1	0	0	0	0	
8. I am satisfied with the services provided by the Parental Involvement staff and my community representative this school year.	2	2	2	1	0	0	•At times my community representative was helpful, but at times he/she was not helpful in getting information to me. •I would have liked more frequently scheduled visits with the community representative.

Figure J-2. SUMMARY OF ELEMENTARY MIGRANT TEACHER'S RESPONSES TO THE MIGRANT TEACHER QUESTIONNAIRE. Numbers represent number of teachers making that response. (Page 1 of 3)

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Elementary

Items:	Totally Agree	Agree	Neutral	Disagree	Totally Disagree	Not Applicable	Comments:
9. I am satisfied with the processing of clothing referrals this school year.	2	3	1	1	0	0	•Clothing funds were so limited they were not a consistent source of help to our families in emergencies. •Follow-up feedback could help teachers be more aware of student needs.
10. I am satisfied with the operation of my school's PAC this school year.	0	1	2	2	2	0	•Meetings were not attended by parents. •The operation was good, but the attendance was poor. •It was hard to get parents to school--perhaps have meetings in their home.
11. I am satisfied with my experiences with the MSRTS this school year.	0	2	3	2	0	0	•We need decoding manuals for the MSRTS forms from other districts.
12. I am satisfied with the support and cooperation of the Migrant Program Staff this school year.	4	3	0	0	0	0	•They have tried to help us all they could. •I believe the staff is basically positive, but isolated.
13. I am satisfied with the instructional supervision that I received this school year.	3	2	0	2	0	0	•I would like some feedback on what I am doing. •I think monthly meetings of Migrant teachers and staff are needed to develop a more cohesive program. •Teachers at my school have been very helpful.
14. I am satisfied with the staff development activities that have been provided this school year. a) local, AISD-sponsored.	2	2	0	1	2	0	a) •One-half day on Math is not relevant to me! •AISD would better spend its in-service time by hiring specialists (not teachers with cookbook solutions), allowing time for work in classrooms, or using Region 13.
b) Migrant-sponsored.	3	2	1	0	0	1	b) •All the Migrant-sponsored in-service was directed at regular Title I teachers.
15. I am satisfied with the amount of communication that I have had with other Migrant teachers this school year.	1	1	2	1	2	0	•I have not really talked to any Migrant teachers. •I don't even know all the other Migrant teachers. •We should have gotten together more to discuss methodology. •Possibly periodic meetings could help as a follow-up to Migrant workshops.

Figure J-2. (Continued, Page 2 of 3)

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Elementary

Items:	Totally Agree	Agree	Neutral	Disagree	Totally Disagree	Not Applicable	Comments:
16. I am satisfied with the information that I have received this school year in the following areas:							
a) curriculum.	2	3	0	1	0	1	a) •Is there one curriculum?--AISD won't let us use Accutrak.
b) Migrant application.	2	2	2	0	1	0	b) •I asked to see the application, but was asked to wait.
c) purchasing procedures.	3	3	0	0	0	1	
d) my responsibilities as a Migrant teacher.	3	2	0	2	0	0	d) •I've played this by ea[illegible].

Figure J-2. (Continued, Page 3 of 3)

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Items:	Totally Agree	Agree	Neutral	Disagree	Totally Disagree	Not Applicable	Comments:
1. I am satisfied with the migrant student identification process used this school year.	0	6	0	1	0	0	•It's a marked improvement over last year.
2. I am satisfied with the process used for scheduling migrant students this school year.	1	3	0	2	0	1	•Scheduling was good for the 8th graders-but it could be improved for the 7th graders. •The first semester I was not satisfied since very few upperclassmen were scheduled into classes where I was team teaching.
3. I am satisfied with the length of instructional time provided to the migrant students this school year.	1	3	0	3	0	0	•No--in team teaching--I too often served as an aide and spent a lot of time waiting for the teacher. •No--in serving as a resource teacher, regular teachers are very resistant to sending students to Migrant class even when the student is failing their class. •No--I was limited by scheduling--but it can be improved.
4. I am satisfied with the number of migrant students served this school year.	1	1	1	4	0	0	•I was pleased in that I was able to work with about 30 students. •I wish I could service all migrant students, even those in special education. •Although this year was better than last year, I'd like to see more of my students on a regular basis. •No--it's a problem in that regular teachers don't want to let the Migrant students leave their classes. •Most of the students needing help were served--the ones seen least were generally the ones needing the least help. •I would like to service everyone if at all possible.
5. I am satisfied with the coordination that I have had with the regular classroom teachers this school year.	2	3	1	0	0	1	•The three teachers I team teach with were very cooperative and we were able to work together. •No--I developed a form for teachers to give me feedback and they frequently never returned it or others returned it so late it was not helpful.
6. I am satisfied with the facilities and materials that I have had available to me this school year.	1	3	0	2	0	1	•Facilities could be better; I used the library sometimes. •The materials are good. •The materials I ordered are not in yet.

Figure J-3. SUMMARY OF SECONDARY MIGRANT TEACHERS' RESPONSES TO THE MIGRANT TEACHER QUESTIONNAIRE. Numbers represent number of teachers making that response. (Page 1 of 3)

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Secondary

Items:	Totally Agree	Agree	Neutral	Disagree	Totally Disagree	Not Applicable	Comments:
7. I am satisfied with the health care services provided to the migrant students this school year.	4	2	1	0	0	0	•I was pleased to know that all my students had a physical with the Migrant Nurse. •Parents called me re: health services. •They were excellent. •All needing services were helped as far as I know.
8. I am satisfied with the services provided by the Parental Involvement staff and my community representative this school year.	1	4	1	1	0	0	•I'd like more (indeed any) feedback on parent-community representative interaction. •They were very cooperative and helpful. •My community representative is very hard to reach and often does not report on referrals made.
9. I am satisfied with the processing of clothing referrals this school year.	2	1	0	2	1	1	•I would like a copy of each form I file to be returned and marked when action has been taken. •Too much money is spent on 4 year olds--the clothing money should be equally distributed at all levels. •No--Shoe referral took a long time and then student was referred to the Salvation Army. Teacher feels student should get new shoes with as much money as the Migrant Program has.
10. I am satisfied with the operation of my school's PAC this school year.	1	2	1	3	0	0	•The time is inconvenient for me and the parents. •Parents were not very cooperative as far as attendance at meetings was concerned. •No--I don't know what to do--it's very discouraging to have a PAC meeting and only 2 or 3 parents show up. •The PAC meetings this year were more organized and had more relevant agendas.
11. I am satisfied with my experiences with the MSRTS this school year.	0	1	2	1	1	2	•I have had no meaningful experiences with MSRTS. •I need to learn more about how to handle the MSRTS.
12. I am satisfied with the support and cooperation of the Migrant Program Staff this school year.	2	5	0	0	0	0	•The staff was very helpful. •The Migrant Coordinator was always available when help was needed.
13. I am satisfied with the instructional supervision that I received this school year.	0	6	1	0	0	0	

Figure J-3. (Continued, Page 2 of 3)

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Secondary

Items:	Totally Agree	Agree	Neutral	Disagree	Totally Disagree	Not Applicable	Comments:
14. I am satisfied with the staff development activities that have been provided this school year.							
a) local, AISD-sponsored.	1	2	1	1	1	1	a) •The in-service at the beginning of the year was the only in-service.
b) Migrant-sponsored.	0	5	2	1	1	1	b) •I did not benefit fully from the Migrant-sponsored activities since I started late in the year. a&b)Migrant teachers need to brainstorm how to improve program by increasing time actually teaching--our needs are unique among other high school teachers.
15. I am satisfied with the amount of communication that I have had with other Migrant teachers this school year.	0	1	2	3	1	0	•I feel we all could benefit from more interschool communication--ideas could be exchanged and materials could be shared. •I would have liked to have met more with other Migrant teachers to share materials and ideas. •We never see each other. •Communication has been minimal. Joint meetings could be helpful re: new ideas and family histories. •Teachers need to get together and brainstorm ways to spend more time actually teaching students.
16. I am satisfied with the information that I have received this school year in the following areas:							•I would like to know more about the Migrant application. •I would like to know if any changes have been planned for next year.
a) curriculum.	0	6	1	0	0	0	
b) Migrant application.	0	4	2	1	0	0	
c) purchasing procedures.	1	4	2	0	0	0	
d) my responsibilities as a Migrant teacher.	3	4	0	0	0	0	

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Figure J-3. (Continued, Page 3 of 3)

AREAS NEEDING IMPROVEMENT	SPECIFIC COMMENTS
Parental Involvement	-The PAC meetings are not attended by parents. -I have had difficulty getting parents to go on field trips.
Enrollment	-The enrollment is too large this year. It should be limited to 12 next year since there will be no aide. -Enrollment procedures do not always allow teachers time to prepare for new students or allow for parent contact.
Staff Development	-Local (AISD) staff development needs improvement. A broader range of activities needs to be offered. -Efforts should continue to be sure in-service workshops are geared to pre-K level.
Special Services	-The pre-K classroom needs more assessment and remediation services for low achieving students (through support personnel, in-service for teachers, or changes in curriculum). -Services are needed (early in the year) for pre-K students who physically or emotionally cannot adapt to the regular class all day.
Communication	-There is a need for better AISD/Migrant relations and communication. -There is a need to be sure memos and other communications about the Migrant Program reach all teachers (as this has not always been the case this year).
Other	-None. -The principal should have all the responsibility of the Program since it is hard to have the central Migrant office away from the school. -I need better definition of my responsibilities as a Migrant teacher. -I want to learn more about the student identification process. -There should be simplification of and cooperation with purchase request procedures. -Some of the BECP Curriculum should be continued for next year. -More opportunities should be offered in areas of theory and teaching pertaining to the young child's cognitive growth. -Teachers should have support and assistance with curriculum needs and guidance of the culturally and linguistically different child.

Figure J-4. AREAS NEEDING IMPROVEMENT MENTIONED BY PRE-K MIGRANT TEACHERS.

AREAS NEEDING IMPROVEMENT	SPECIFIC COMMENTS
Program Praise	-It has been a good year. -None. -I am satisfied and fulfilled with my experiences as a Migrant teacher. -The Migrant Program is strong--educationally, medically and in the special services offered.
Parental Involvement	-We need to get more parents involved in attending PAC meetings. -Parental involvement is quite limited, especially in the PAC. -There needs to be coordination of parent activities--to involve parents more in school program.
Communication	-There is a need for more communication between Migrant staff members--need regular staff meetings to address points of greatest concern to Migrant teachers and staff. -Migrant teachers need to be kept updated re: changes in the Migrant Program, i.e, memos.
Other	-The community representatives have too many schools--we see too little of our community representative. -The coordination with the classroom teacher is very important--need to show teachers materials and ask their opinions. -Programs for training and monitoring Migrant teachers need to be developed. -Need to have Spanish-speaking teachers to relate to the migrant students. -The weakest point is the program does not provide counseling services. -I wish the Migrant Nurse had more staff so she could work closer with the school staff. -There is a need to revise the minimum number of students needed in a school to receive services. -Teachers need to have the MSRTS transmittal records early in the year. -Has the busing and pairing of schools affected (hindered) the distribution of migrant students for services?

Figure J-5. AREAS NEEDING IMPROVEMENT MENTIONED BY ELEMENTARY MIGRANT TEACHERS.

AREAS NEEDING IMPROVEMENT	SPECIFIC COMMENTS
Parental Involvement	-I want feedback on any parental involvement. -More parents should actively participate in the PAC at their children's school. -I would like to have a better operation of my school's PAC--maybe next year will be stronger. -Parents should support the efforts of the program as a whole and of the teachers in particular. -Parents should support the program 100%--or not sign their children up for it. It should not be the teacher's job to sell the students on taking a Migrant course. -I would like feedback directly from the Parental Involvement Office on clothing referrals and purchases.
Staff Development/ Communication	-I would like to see more in-service by local migrant staff where all secondary teachers attend. -More specific, relevant staff development activities should be held that focus more pertinently on migrant educational needs, personal development skills, and career guidance. -In-service workshops or training for Migrant teachers to give better or clearer guidelines as to how to best meet students' needs. Teachers could help each other. -Regular teachers need to be made more aware of what the Migrant Program is so they will let students out of their class to receive service by the Migrant teacher. -I need more communication/interaction with other Migrant teachers.
Scheduling	-Scheduling has always been a problem. -Identification of students at the junior high level should be made prior to the year's scheduling. -Scheduling is a problem. Migrant teachers could work more closely with those doing the scheduling early in the year. If Migrant classes were not possible, perhaps students could be grouped in as few classes as possible to facilitate working with them.
Other	-More/better coordination is needed with the school system. -More equal distribution of clothing money is needed. -MSRTS? -We need to spend more time helping the students. Team teaching is not effective in that not that much time is spent actually working with the student. -There should be Migrant courses offered where students can be helped in whatever subject area needed. The students' math skills are as low as their English skills. I suggest a course where the students get credit--but the class will serve as a study hall.

Figure J-6. AREAS NEEDING IMPROVEMENT MENTIONED BY SECONDARY MIGRANT TEACHERS.

80.40 Attachment J-1

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 6, 1981

TO: Lee Laws, Oscar Cantú, José Mata

FROM: Catherine Christner CC

SUBJECT: Review of Spring Migrant Teacher Questionnaire

Enclosed is a draft of the Migrant Teacher Questionnaire for your review. I'd like to send this out as soon as possible after the week of spring break. Please give me your comments as soon as possible.

Thanks.

CC:bw
Enclosure

APPROVED: Freda Holley
Director, Office of Research and Evaluation

MIGRANT TEACHER QUESTIONNAIRE

DIRECTIONS: On the questions indicated, please circle the number best reflecting your response to that question. Any comments that you wish to add are appreciated.

Please rate your level of agreement with the following:	Totally Agree	Agree	Neutral	Disagree	Totally Disagree	Not Applicable	Comments:
1. I am satisfied with the migrant student identification process used this school year.	5	4	3	2	1	0	
2. I am satisfied with the process used for scheduling migrant students this school year.	5	4	3	2	1	0	
3. I am satisfied with the length of instructional time provided to the migrant students this school year.	5	4	3	2	1	0	
4. I am satisfied with the number of migrant students served this school year.	5	4	3	2	1	0	
5. I am satisfied with the coordination that I have had with the regular classroom teachers this school year.	5	4	3	2	1	0	
6. I am satisfied with the facilities and materials that I have had available to me this school year.	5	4	3	2	1	0	
7. I am satisfied with the health care services provided to the migrant students this school year.	5	4	3	2	1	0	
8. I am satisfied with the services provided by the Parental Involvement staff and my community representative this school year.	5	4	3	2	1	0	
9. I am satisfied with the processing of clothing referrals this school year.	5	4	3	2	1	0	

⇨

Please rate your level of agreement with the following:	Totally Agree	Agree	Neutral	Disagree	Totally Disagree	Not Applicable	Comments:
10. I am satisfied with the operation of my school's PAC this school year.	5	4	3	2	1	0	
11. I am satisfied with my experiences with the MSRTS this school year.	5	4	3	2	1	0	
12. I am satisfied with the support and cooperation of the Migrant Program Staff this school year.	5	4	3	2	1	0	
13. I am satisfied with the instructional supervision that I received this school year.	5	4	3	2	1	0	
14. I am satisfied with the staff development activities that have been provided this school year.							
a) local, AISD-sponsored.	5	4	3	2	1	0	
b) Migrant-sponsored.	5	4	3	2	1	0	
15. I am satisfied with the amount of communication that I have had with other Migrant teachers this school year.	5	4	3	2	1	0	
16. I am satisfied with the information that I have received this school year in the following areas:							
a) curriculum.	5	4	3	2	1	0	
b) Migrant application.	5	4	3	2	1	0	
c) purchasing procedures.	5	4	3	2	1	0	
d) my responsibilities as a Migrant teacher.	5	4	3	2	1	0	

17. Based on your experience this year as a Migrant teacher, what are three areas of the program that are most in need of improvement ? What are your suggestions for improvement ?

THANK YOU !

80.40 Attachment J-3

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 21, 1981

TO: All Migrant Teachers

FROM: Catherine Christner

SUBJECT: Migrant Teacher Questionnaire

Enclosed is a questionnaire to follow-up on concerns expressed during the fall teacher interviews and to gather additional information about your experiences as a Migrant teacher this year. Your opinions are a very important source in evaluating the program components.

This questionnaire is brief in order to take as little of your time as possible. However, if you have any additional comments that you would like to make, please take time to do so. Especially of interest are any ways in which you feel the quality of instructional services could be improved. Your individual responses will be kept confidential.

Please return your completed questionnaire by May 4, 1981, through the school mail to me at Box 79, Administration Building.

Your help is really appreciated.

CC:bw
Enclosure

APPROVED: Freda M Holley
Director, Office of Research and Evaluation

APPROVED: Roberta Hartung
Director, Elementary Education

APPROVED: Lawrence Buford
Director, Secondary Education

cc: Lee Laws
Oscar Cantú
José Mata

TITLE I MIGRANT

APPENDIX K

MIGRANT NURSE INTERVIEW - FALL

Brief description of the instrument:

The instrument was a two-question form addressing the delivery of Migrant health care services.

To whom was the instrument administered?

The Migrant Nurse.

How many times was the instrument administered?

Once.

When was the instrument administered?

October 28, 1980.

Where was the instrument administered?

In the Migrant Nurse's office.

Who administered the instrument?

The Title I Migrant Evaluator.

What training did the administrators have?

General training and experience in interviewing procedures.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The Title I Migrant Evaluator.

What reliability and validity data are available on the instrument?

Following the interview, a draft of interview notes was sent to the Migrant Nurse who was encouraged to examine the notes for accuracy and clarity.

Are there norm data available for interpreting the results?

No.

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MIGRANT NURSE INTERVIEW - FALL

Purpose

An interview was conducted with the Migrant Nurse in the fall of 1980 in order to obtain information relevant to the following decision and evaluation questions:

> Decision Question D3: Should the Health Services Component be continued as it is, modified, or deleted?
>
> > Evaluation Question D3-4: What follow-up activities were conducted by the Migrant Nurse?
> >
> > Evaluation Question D3-5: Were any problems encountered in the implementation of the Health Services Component?

Procedure

A draft interview form consisting of two questions was developed and sent to the Migrant Coordinator for review (Attachment K-1). Since no modifications were suggested by the Migrant Coordinator, the original interview questions were retained (Attachment K-2). An appointment was made with the Migrant Nurse for October 28, 1980, and a memorandum confirming the appointment (see Attachment K-3) was sent to the Migrant Nurse prior to the interview. The interview was conducted by the Title I Migrant Evaluator in the Nurse's office. Following the session, a draft of the interview notes was sent to the Migrant Nurse, who was encouraged to check the notes for accuracy and clarity.

Results

> Evaluation Question D3-4: What follow-up activities were conducted by the Migrant Nurse?

The Migrant Nurse indicated follow-ups are a very important part of health services delivery. She and her assistant follow up on students with health problems both by calling parents about the child's health or his/her care, and by sending home notes to parents. These activities do consume a large part of the Nurse's and her staff's time, but she feels it's worth it in terms of total health care delivery. The follow-ups may prevent the situation from recurring by educating the parents as to its causes and cures.

Evaluation Question D3-5: Were any problems encountered (or anticipated) in the implementation of the Health Services Component?

The Nurse reported no major problems were anticipated or had been experienced thus far in meeting her objective of serving at least 90 per cent of the pre-kindergarten students and 50 per cent of the other migrant students served by a Migrant teacher. She reported she cannot see all the Migrant students, so she has focused on pre-kindergarten students, kindergarten students, and seeing other new students not seen before. She sees no problem in meeting her objectives at the same level as last year. She and her staff try to do the best they can with the time they have. This year she has been getting plenty of referrals from teachers and parents. She and her staff see 20-30 new students each week, plus scheduled examinations.

The one area that is of concern is adequate space on the campus to conduct thorough examinations. The space is always temporary and frequently does not have soap and hot and cold running water. The principals are always cooperative, and since she sent them a memorandum about her needs in exams, the space provided has been better.

The remainder of this appendix will be summarized under the questions as they were on the interview form.

The identification of migrant students

The Nurse reported it is always a problem keeping up with the migrant students. She has been sent a current list of the students and their location. Migrant students just move a lot. Every attempt is made to try to keep up with the students and send the Nurse current information. She receives copies of the eligibility forms quickly.

The identification of migrant students who are not served by a Migrant teacher, but who receive supplementary services of some nature

This has been no problem, since the Migrant Coordinator has clarified that she no longer has to be concerned about the students receiving supplementary services. The only requirement for service is that they be migrant students and be on free or reduced lunch. This has made things much easier for her. Services are therefore conducted much quicker.

The identification of migrant students who are receiving free or reduced lunch

The Nurse reports no difficulties in getting free or reduced lunch information. The eligibility criteria are readily available.

The scheduling of eligible migrant students for health services

Everyone is very cooperative in scheduling the students. No one has ever objected to her taking students out of class for examinations. Unfortunately, she cannot see all the students who are eligible, and do follow-ups, too.

The cooperation and services of migrant staff members

The Nurse stated that she works very well with all the Migrant staff, the same as last year.

Are there any other areas which could hinder the delivery of Migrant health services during 1980-81? If so, please describe the anticipated problems.

The Nurse reported that she is concerned about how to get special ed. testing for pre-kindergarten students. It's not at all clear if the students are eligible for services, and if it's AISD's responsibility to provide services to them such as speech therapy. The Nurse reported on a positive note that since transfer forms no longer have to be completed for all students, the filing and paperwork associated with this has lessened considerably. Also, the increased money in her budget for medical and dental services has been a great help and should see them through the year.

Attachment K-1

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 20, 1980

TO: José Mata

FROM: Catherine Christner Catherine

SUBJECT: Review of Interview Formats for the Migrant Teacher Interview, and the Migrant Nurse Interview

Accompanying this memo are drafts of the interview format for the Migrant Teacher Interview and the Migrant Nurse Interview. I have made only a few changes from last year. I would appreciate it if you would review the interview questions and give me any feedback as soon as possible.

Thanks.

Approved: Freda Holley
Director, Office of Research and Evaluation

CC:rrf
Attachments

cc: Lee Laws
Oscar Cantú

MIGRANT NURSE INTERVIEW

FALL, 1980

1. Have you experienced problems or do you anticipate any problems in the areas listed below? What are the positive aspects in each of the areas listed? Please describe the problems and the positive aspects. How does each area compare with last year?

    - The identification of migrant students.
    - The identification of migrant students who are not served by a Migrant teacher, but who receive supplementary services of some nature.
    - The identification of migrant students who are receiving free or reduced lunch benefits.
    - The scheduling of eligible migrant students for health services.
    - The cooperation and services of Migrant staff members.

2. Are there any other areas which could hinder the delivery of Migrant health services during 1980-81? If so, please describe the anticipated problems.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 24, 1980

TO: Kathleen Bryan

Catherine

FROM: Catherine Christner

SUBJECT: Confirmation of Interview Appointment

This is to confirm our appointment for an interview on:

Tuesday, October 28 at 1:00 p.m.

A copy of the format that I will use when conducting the interview is enclosed for your perusal. It is unnecessary for you to write out your responses, as I will do that during the session.

Approved: Freda Holley
Director, Office of Research and Evaluation

C:rrf
Enclosure

cc: José Mata

80.40

TITLE I MIGRANT

APPENDIX L

MIGRANT NURSE INTERVIEW - SPRING

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80.40 Instrument Description: Migrant Nurse Interview-Spring

Brief description of the instrument:

The interview form consisted of five interview questions focusing on the implementation of the nursing component.

To whom was the instrument administered?

The Migrant Nurse.

How many times was the instrument administered?

Once.

When was the instrument administered?

May 11, 1981.

Where was the instrument administered?

In the Migrant Nurse's Office.

Who administered the instrument?

The Title I Migrant Evaluator.

What training did the administrators have?

Training and experience in interviewing procedures.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The Title I Migrant Evaluator developed the interview based on the Migrant Nurse Interview-Fall.

What reliability and validity data are available on the instrument?

Following the interview, a draft of the interview notes was sent to the Migrant Nurse, who was encouraged to examine the notes for accuracy and clarity.

Are there norm data available for interpreting the results?

No.

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MIGRANT NURSE INTERVIEW - SPRING

Purpose

An interview was conducted with the Migrant Nurse in the spring of 1980 in order to obtain information relevant to the following decision and evaluation questions:

> Decision Question D3: Should the Health Services Component be continued as it is, modified, or deleted?
>
> > Evaluation Question D3-4: What follow-up activities were conducted by the Migrant Nurse?
> >
> > Evaluation Question D3-5: Were any problems encountered in the implementation of the Health Services Component?

Procedure

An appointment was made with the Migrant Nurse for May 11, 1981. A memo confirming the appointment (Attachment L-1) as well as a copy of the interview format (Attachment L-2) were sent to the Migrant Nurse prior to the interview. The interview was conducted by the Migrant Evaluator in the Nurse's office. Following the session, a draft of the interview notes was sent to the Migrant Nurse, who was encouraged to check the notes for accuracy and clarity.

Results

Evaluation Question D3-4: What follow-up activities were conducted by the Migrant Nurse?

The Migrant Nurse reported a great deal of emphasis was put on follow-up activities. Although these could take the form of a home visit, a school visit, a note home, or a phone call home, the Nurse reported the follow-ups were as much as possible conducted by phone. The phone calls were seen as the most efficient way to follow-up on a maximum number of cases.

Evaluation Question D3-5: Were any problems encountered in the implementation of the Health Services Component?

The Nurse's responses are organized here by the interview format questions.

In our interview in the fall, you indicated you were experiencing no major problems in meeting your objectives. Is this still the case?

The Nurse stated she had already met her objectives and was experiencing no problems in continuing to serve the Migrant children. It's really a matter of logistics--trying to get everywhere to see everyone. With desegregation, the Migrant students are more spread out than ever before.

Were any special problems or delays encountered in providing funds or locating alternate medical sources for migrant students?

The Nurse indicated no problems or delays in this area. The Health Services Component had a lot more money in medical and dental accounts this year so the Nurse felt the children were covered better than ever before.

Currently there is a bill pending in the legislature called the Medical Practices Act. It proposes to limit the roles of medical personnel other than doctors in various ways. The Nurse plans to keep a close watch on this legislation as it could change her role and responsibilities a great deal.

Do you have any suggestions for improving the manner in which health services are provided for migrant students?

The Nurse commented that she mainly intended to keep going. Next year she will concentrate even more on seeing new children. The TEA monitors told her to be sure all currently migratory status children were seen. Therefore, the Nurse stated next year she will keep track of the migrant status of the children she sees and will add an additional focus to her program of being sure the currently migratory children are seen. She stated that she will also continue to put emphasis on doing follow-ups.

Due to staff cuts for next year she will have to see fewer students. Also since more schools have been added to the Migrant Program, the logistics of getting around to everyone become more involved. The Nurse expressed much optimism in that she would do the best with the time, money, and personnel that she could.

Next year in conjunction with AISD Health Services, she plans to add an additional emphasis in her program. She indicated she will see students with high absence rates. Working with the District's Health Services they hope to learn more about students with high absence rates and what can be done to increase their attendance.

If funding cuts have to be made in the Health Services Component for next year, what areas are the least essential and therefore could be cut?

The cuts for next year have already been set up. The component had a 17% cut. She lost her assistant for next year. She and her secretary will both be on 210 day contracts. She was able to keep the money for medical and dental expenses up.

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 6, 1981

To: Kathleen Bryan

Catherine

From: Catherine Christner

Subject: Confirmation of Interview Appointment

This memo is to confirm our appointment for an interview on May 11, 1981 at 1 p.m.

Enclosed is a copy of the format I will use when conducting the interview for your perusal. It will not be necessary for you to write out your responses, as I will do that during our session.

CC:lg
Enclosure

APPROVED: Freda Holley
Director, Office of Research and Evaluation

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Migrant Nurse Interview

Spring, 1981

1. In our interview in the fall, you indicated you were experiencing no major problems in meeting your objectives. Is this still the case?
2. Were any special problems or delays encountered in providing funds or locating alternate medical sources for migrant students?
3. What emphasis have you put on follow-up health care activities? Please briefly describe your follow-up activities.
4. Do you have any suggestions for improving the manner in which health services are provided for migrant students?
5. If funding cuts have to be made in the Health Services Component for next year, what areas are the least essential and therefore could be cut?

TITLE I MIGRANT

APPENDIX M

MIGRANT PARENTAL INVOLVEMENT SPECIALIST
AND COMMUNITY REPRESENTATIVE INTERVIEWS

80.40 Instrument Description: Title I Migrant Parental Involvement Specialist and

Brief description of the instrument:

The interview form consisted of three questions. The first focused on the implementation of the Parental Involvement Component. The second dealt with their perceptions of their job-related responsibilities. The third question dealt with areas seen as in need of improvement.

To whom was the instrument administered?

The Title I Migrant Parental Involvement Specialist and the four migrant community representatives.

How many times was the instrument administered?

Once to each person.

When was the instrument administered?

Between March 3, 1981 and March 5, 1981.

Where was the instrument administered?

In the Parental Involvement Specialist's and the community representatives' offices or a conference room.

Who administered the instrument?

The Title I Migrant Evaluator.

What training did the administrators have?

Training and experience in interviewing procedures.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The Title I Migrant Evaluator with input from the Department of Developmental Programs staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

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Title I Migrant Parental Involvement Specialist and Community Representative Interview

Purpose

The Title I Migrant Parental Involvement Specialist and the 4 Migrant community representatives were interviewed in March of 1981 in order to obtain information relevant to the following decision and evaluation questions:

> Decision Question D4: Should the Parental Involvement Component be continued as it is, modified, or deleted?
>
> Evaluation Question D4-1: Were the Component's objectives met?
>
> a) Conducting a minimum of at least one home visit to not less than 90 percent of the migrant families in this district.
>
> b) Participating in and conducting training sessions for parents and Parent Advisory Council Members.
>
> c) Assisting in obtaining clothing services for eligible migrant students in accordance with federal, state, and local guidelines.
>
> d) Functioning as a liaison between community agencies, school, and home.
>
> Evaluation Question D4-5: Were any problems encountered in the implementation of the Parental Involvement Component?

Procedure

A draft copy of the Title I Migrant Parental Involvement Specialist and Community Representative Interview (Attachment M-1) was sent to the Department of Developmental Programs staff to review (Attachment M-2 is a copy of the cover letter). Feedback was taken into consideration in developing the final form used (Attachment M-3). Appointments were made with each of the 4 community representatives (3 on March 3, 1981 and one on March 5, 1981) and the Parental Involvement Specialist (on March 4, 1981) to be interviewed by the Title I Migrant Evaluator. A memorandum confirming the interview appointments (Attachment M-4) was sent to the five interviewees. The interviews were conducted as scheduled in the representative's offices or nearby conference rooms. This appendix was reviewed by the Program staff before it was finalized.

Results

> Evaluation Question D4-1: Were the Component's objectives met?
>
> Evaluation Question D4-5: Were any problems encountered in the implementation of the Parental Involvement Component?

The results relating to these two evaluation questions will be discussed in terms of the questions on the interview format.

1. Do you have any concerns about the implementation of the Title I Migrant Parental Involvment Component? What do you see as areas of strength? Can you note any comparisons with last year?

Figure M-1 presents the concerns the Migrant community representatives and the Parental Involvement Specialist expressed about the implementation of the Parental Involvement Component this year. Their main concerns were in the areas of supervision/direction and clothing. This year there was confusion created by feeling responsible to too many people or waiting on others before acting. Dissatisfaction was also expressed over how clothing was been handled this year--generally the feeling was that some children got clothing who did not really need it. A need for increased travel funds was also expressed.

Areas of strength noted are listed in Figure M-2. Everyone felt this year saw increased parent participation and interest in the program. All the local PACs had been established (which was not the case in 1979-80). Also the actual organization of the PACs was seen to be improved over last year.

2. What do you see as the responsibilities of a Migrant community representative (or Parental Involvement Specialist)? What percentage of time does each take? Which are the most important? Which are the least important? Which are self-initiated? Which are initiated by others?

The interviewees were asked the above questions, and Figure M-3 presents a compilation of their responses. Generally recruiting/identifying migrants was seen as the community representative's main priority and the activity that consumed the highest percentage of their time. Most representatives considered recruiting synonomous with home visits, although two did separate the two in terms of priorities. Both the local PACs and Districtwide PAC were seen as the next most important activity. However, although PACs were considered more important than clothing, the community representatives reported spending as much or more time on clothing than they did on the PACs.

The five interviewed saw most of their activities as both self-initiated and initiated by others. Delivery of materials and paperwork were largely seen as initiated by someone else. Clothing was seen differently depending on the interviewee. Three said clothing was initiated by someone else while two reported it being initiated by both themselves and others. Only the areas of helping and communication with parents were seen as self-initiated.

3. What are three areas that are in need of improvement? What are your suggestions for improvement in each area?

Figure M-4 presents the responses of the 4 community representatives and the Parental Involvement Specialist to these questions. The largest area reported needing improvement was the community representative's job or role--including more clearly-defined supervision, more clearly-defined job responsibilities, better compensation on travel and salary, and better staff development, among others. The next area seen in need of improvement was clothing. Here the major concern was that those who need it the most should be the ones who get it.

Areas of Concern	Specific Comments
Supervision/ Direction	-The community representative is under several different supervisors in terms of the PACs and sometimes it really gets confusing. -Sometimes we are in limbo--waiting for others to give information re: recruiting and other aspects of the Component. -There has been some confusion this year over ordering supplies and money available. -The community representatives are responsible to too many people--it sometimes gets confusing. -More direction and supervision would be helpful. -At one school the contact person for the local PAC has never called me. The community representative cannot go to a school unless called, especially for the PAC. This is very frustrating, in that I do not know what my role should be.
Clothing	-There are not clear cut procedures--too much leeway. A lot of children have gotten clothing who were not really in need. -Clothing should be given strictly on need. There is too much emphasis on giving clothing at the pre-K level. Real differences in how clothing is handled exist depending on the community representative involved. -I have spent a lot of time exchanging clothing. -The clothing money is being spent a lot faster this year--there have been a lot more requests.
Travel Money	-Travel increases are needed. -We do not get enough travel money. -We do not get mileage for night meetings.
Other	-I think eligibility of status should be verified--want to service the people with the most need. -I would like more training from Region XIII on parental involvement, recruiting, and other areas--during the day. -We have lots of different responsibilities--it is hard to prioritize everything. -Besides everything else, we have many clerical responsibilities. -I have too many schools to really service all of them effectively. -Some migrant children have social problems due to drinking, drugs, etc.--perhaps the Program should have a social worker or other professional to deal with this. -Time is hard to come by to do just a regular home visit.

Figure M-1: CONCERNS EXPRESSED ABOUT THE IMPLEMENTATION OF THE PARENTAL INVOLVEMENT COMPONENT BY THE MIGRANT COMMUNITY REPRESENTATIVES AND THE PARENTAL INVOLVEMENT SPECIALIST.

Positive Aspects	Specific Comments
More Parent Participation	-Local PAC parent attendance is better this year. -More effort was put forth by parents in terms of parental involvement. -At a conference in Dallas, the community representatives learned that AISD parents were much more involved than other districts' parents. -Parents are participating--it is picking up over last year. -More parents were in attendance at local and Districtwide PACs. -More parents are aware of the Migrant Program. -There is much better representation of Migrant parents in the Districtwide PAC this year.
Better PAC Organization	-All the local PACs have been established on my campuses. -There is better organization of PAC materials and documentation of meetings. -All the PACs have been established--so it is better than last year. -The schools are taking care of local PAC agendas and letters to parents and this has worked out very well.
Other	-Everything is going fine--only minor problems. -More effort has been put forth by Parental Involvement staff. -The community representatives are doing a good job--above and beyond the call of duty.

Figure M-2: POSITIVE ASPECTS OF THE PARENTAL INVOLVEMENT COMPONENT AS NOTED BY PARENTAL INVOLVEMENT SPECIALIST AND THE MIGRANT COMMUNITY REPRESENTATIVES.

Migrant Community Representative Responsibilities	Percentage of Time					Importance (1=Most Important, etc.)					Initiation S=self-initiated O=initiated by others S/O=both				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Recruiting/Identifying Migrant Students	35%	*	40%	Δ	50%	1	2	1	1	1	S/O	S/O	S/O	S/O	S/O
PACs (local and districtwide)	18%	20%	20%	Δ	15%	2	3	1	2	2	S/O	S/O	S/O	S/O	O
Clothing (inc. shoes)	20%	20%	15%	Δ	25%	3	4	4	3	5	O	S/O	O	S/O	O
Home Visits	15%	*				4	1				S/O	S/O			
Communication with Parents (Inform of Services)				Δ	10%				4	4				S/O	S
Helping Parents			15%					2					S		
Clerical/Paperwork	10%	8%		20%		5	6		5		S/O	O		O	
Delivery-refreshments materials	2%	2%	10%			6	8	5			O	O	O		
Work with Teachers					extra					3					O/S
Verify Data				Δ								S/O			
Staff Meetings		2%					5					O			
Phone Calls		3%					7					S/O			

* In these two activities combined, the community representative spends 45% of his/her time.

Δ In these four activities combined, the community representative spends 80% of his/her time.

Figure M-3: BREAKDOWN OF HOW EACH COMMUNITY REPRESENTATIVE SPENDS HIS/HER TIME; THE IMPORTANCE EACH AREA IS SEEN TO HAVE; AND WHO INITIATES WORK IN EACH AREA. The 1, 2, 3, 4, 5 each represent one of the four Migrant community representatives or the Parental Involvement Specialist.

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Areas Needing Improvement	Specific Comments
Role of the Community Representative	-Community representatives should not be making workshop materials. -The Program should provide stipends for summer staff development for community representatives. -I feel the community representative should be allowed to go to state and national conferences. -The responsibilities of the community representatives need to be more clearly defined. -Community representatives need to have more time to have contact with parents--need more home visits, more parent workshops and training, etc. -We need to have more supervision and more clearly-defined supervision (now there are too many supervisors). -Community representatives need to be better compensated --both have a higher salary and more travel money -Community representatives need to meet together more often. -Communication at all levels needs improvement--not enough information is given to teachers about the community representative's role.
Clothing	-Clothing is too time-consuming. Parents could exchange clothing themselves. -Clothing should be for those who really need it. -We need much better management of the clothing process--community representatives do not know how much they have to spend, etc. -Clothing requests (and therefore purchases) should be a more accurate reflection of need.
Other	-It would be helpful if the Migrant Coordinator and the other parts of the Migrant Program staff were all housed together in one location. -More money should be made available for parents to attend training conferences. -The Migrant Program needs to work more with other social work programs in the city. I feel that parents are not taking enough advantage of other services available. -There should be improvement in the instructional program--students need more teaching time from teachers. We should focus on children who need extra help. -In the Title I/Migrant schools when a Title I person is the contact for the local PACs, the migrant community representatives should be kept informed of PAC meetings, etc, so they can be of help.

Figure M-4: AREAS OF THE PARENTAL INVOLVEMENT COMPONENT NEEDING IMPROVEMENT AS MENTIONED BY THE MIGRANT COMMUNITY REPRESENTATIVES AND PARENTAL INVOLVEMENT SPECIALIST.

Spring, 1981

Attachment M-1

80.40

DRAFT

TITLE I MIGRANT PARENTAL INVOLVEMENT SPECIALIST AND COMMUNITY REPRESENTATIVE INTERVIEW

1. Do you have any concerns about the implementation of the Title I Migrant Parental Involvement Component? What do you see as areas of strength? Can you note any comparisons with last year?

2. What do you see as the responsiblities of a community representative (or Parental Involvement Specialist)? What percentage of time does each take? Which are the most important? Which are the least important? Which are self-initiated? Which are initiated by others?

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 18, 1981

TO: José Mata
Oscar Cantú
Lee Laws

FROM: Catherine Christner Catherine

SUBJECT: Review of Title I Migrant Parental Involvement Specialist and Community Representative Interview

As part of the Migrant evaluation, I plan to interview the community representatives, as well as Mrs. Talamantez. Enclosed is a draft of the interview I planned to use. Please review this format and give me any feedback by February 25, so I may go ahead and schedule and conduct the interviews.

Thanks.

Approved: Freda M Holley
Director, Office of Research and Evaluation

CC:rrf
Enclosure

Attachment M-3

TITLE I MIGRANT PARENTAL INVOLVEMENT SPECIALIST AND COMMUNITY REPRESENTATIVE INTERVIEW

1. Do you have any concerns about the implementation of the Title I Migrant Parental Involvement Component? What do you see as areas of strength? Can you note any comparisons with last year?

2. What do you see as the responsibilities of a migrant community representative (or Parental Involvement Specialist)? What percentage of time does each take? Which are the most important? Which are the least important? Which are self-initiated? Which are initiated by others?

3. What are three areas that are in need of improvement? What are your suggestions for improvement in each area?

Attachment M-4

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 24, 1981

TO:

FROM: Catherine Christner CC

SUBJECT: Parental Involvement Specialist and Migrant Community Representative Interview

This memo is to confirm our appointment for an interview at ________________.

A copy of the format I will use for the interview is enclosed for your information. It will not be necessary for you to write out your responses, as I will do that during our interview.

I am looking forward to visiting with you.

Approved: Freda M Holley
Director, Office of Research and Evaluation

CC:rrf
Enclosure

cc: Lee Laws
José Mata
Oscar Cantú

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TITLE I MIGRANT

APPENDIX N

MIGRANT COORDINATOR AND MSRTS CLERK INTERVIEW, FALL

80.40 Instrument Description: Migrant Coordinator and MSRTS Clerk Interview - Fall

Brief description of the instrument:

The interview form consisted of five questions concerning the implementation of the Migrant Program. The last three questions were focused on the MSRTS and were directed at both the Coordinator and the MSRTS Clerk.

To whom was the instrument administered?

The Migrant Coordinator (questions one through five).
The MSRTS Clerk (questions three through five).

How many times was the instrument administered?

Once.

When was the instrument administered?

November 25, 1980.

Where was the instrument administered?

In the Migrant Coordinator's Office.

Who administered the instrument?

The Title I Migrant Evaluator.

What training did the administrators have?

Training and experience in interviewing procedures.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The Title I Migrant Evaluator developed the interview instrument based on previous evaluations and input from the Department of Developmental Programs.

What reliability and validity data are available on the instrument?

Following the interview, a draft of the interview notes was sent to the Migrant Coordinator and the MSRTS Clerk, who were encouraged to examine the notes for accuracy and clarity.

Are there norm data available for interpreting the results?

No.

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MIGRANT COORDINATOR AND MSRTS CLERK INTERVIEW - FALL

Purpose

An interview was conducted with the Migrant Coordinator and the MSRTS Clerk in the fall of 1980 in order to obtain information relevant to the following decision and evaluation questions:

Decision Question D1: Should the Pre-K Instructional Component be continued as it is, modified, or deleted?

Evaluation Question D1-4: How successful was the implementation of the Pre-K Component?

b) What concerns/strengths were identified by the Migrant Coordinator in the fall of 1980?

Evaluation Question D1-7: What supervision concerns were identified/resolved during 1980-81?

Decision Question D2: Should the K-12 Instructional Component (Communication Skills) be continued as it is, modified, or deleted?

Evaluation Question D2-5: How successful was the implementation of the K-12 Component?

b) What concerns/strengths were identified by the Migrant Coordinator in the fall of 1980?

Evaluation Question D2-6: What supervision difficulties, if any, were identified/resolved during 1980-81?

a) In the fall of 1980, were the K-12 Migrant teachers able to clearly identify their supervisors and describe the respective supervisory responsibilities of each?

Decision Question D3: Should the Health Services Component be continued as it is, modified, or deleted?

Evaluation Question D3-5: Were any problems encountered in the implementation of the Health Services Component?

Decision Question D4: Should the Parental Involvement Component be continued as it is, modified, or deleted?

Evaluation Question D4-5: Were any problems encountered in the implementation of the Parental Involvement Component?

Decision Question D5: Should the MSRTS Component be continued as it is, modified, or deleted?

Evaluation Question D5-1: Were the component's objectives met?

Evaluation Question D5-2: Were any problems encountered with the implementation of the MSRTS Component?

Evaluation Question D5-4: What are the costs of the MSRTS Component to AISD in comparison to the benefits of the system to AISD?

Procedure

An appointment was made with the Migrant Coordinator and the MSRTS Clerk for an interview on November 25, 1980. A memo confirming the appointment (Attachment N-1), as well as a copy of the interview format (Attachment N-2), were sent to the Migrant Coordinator and the MSRTS Clerk prior to the interview. The interview was conducted by the evaluator in the Migrant Coordinator's office. Following the interview, a draft of the interview notes was sent to the Migrant Coordinator and the MSRTS Clerk for their review for accuracy and clarity (see Attachment N-3 for review cover letter). Their comments were taken into consideration in the final draft of this appendix.

Results

Evaluation Questions D1-4 and D2-5:

How successful was the implementation of the Pre-K and K-12 Instructional Components? What concerns/strengths were identified by the Migrant Coordinator in the fall of 1980?

Generally the Migrant Coordinator felt the implementation of the instructional components was the smoothest it has ever been. The responses to these evaluation questions are summarized below under the relevant headings on the interview format.

The identification of migrant students

The Coordinator reported this process was much better this year. Having lists of projected locations of students really helped. This list was updated periodically.

The scheduling of migrant students

There were fewer scheduling problems this year than last. Most problems were at the high school level. Many of the problems were due to the movement of students due to desegregation. The new schools were very cooperative and helpful. At the elementary schools, the organization was set up by the District much earlier than expected, so scheduling went smoother than originally anticipated.

The coordination of services provided by the Migrant teachers and classroom teachers

The Coordinator felt this area was going well; the schools had no problems. The scheduling requires a lot of coordination between the teachers. He felt this area was better than last year.

The adequacy of facilities and teaching materials

Only three migrant classes are in AISD portable buildings, three migrant pre-K classes are in migrant portables, and the remainder are in the school building. The teachers have ample space. The materials are okay. The Coordinator sees no problems in this area.

The transportation of migrant students or parents

This was an area which was an improvement over past years. The Coordinator was very pleased with the cooperation of and the communication with the AISD Transportation Department. Transportation worked hard to prevent and correct problems. There was only one problem, but it was worked out. The communication with parents was very good. The use of the bus card has worked out well.

The provision of staff development for Migrant teachers and other Migrant Staff

The Coordinator stated the Early Childhood Coordinator was in charge of planning staff development for the pre-kindergarten level. Due to this he felt like this area was better covered. He is responsible for all the other staff development planning. The Migrant teachers are involved in local staff development activities. He feels the Migrant teachers are seen to a greater degree than ever before as a local campus staff member.

In what ways (if any) have desegregation activities affected the services provided by the pre-K and K-12 Migrant teachers?

Desegregation was seen as having no real impact at the pre-kindergarten level. At the K-12 level, desegregation really relocated many of the migrant children. It took considerable effort and planning to set up the instructional program, but it paid off since everything has worked well. The new migrant campuses were very cooperative.

Evaluation Questions D1-7 and D2-6: What supervision difficulties, if any, were identified/resolved during 1980-81?

(a) In the fall of 1980, were the pre-kindergarten through 12th grade Migrant teachers able to clearly identify their supervisors and describe the respective supervisory responsibilities of each?

The Coordinator stated that this year the Early Childhood Coordinator supervises pre-kindergarten instruction and he takes care of everything else (i.e., the administration of the Migrant Program). Ann Cunningham, the Title I Reading Coordinator, provides instructional supervision to the teachers at Becker, Dawson, and Govalle, and the Migrant Coordinator handles the administration of the program at those schools. The Migrant Coordinator stated he is the supervisor and the administrator for all the other schools, including the secondary schools. He stated each year there are some problems with role identification. This is a situation, though, that improves each year, although there are some problems.

Evaluation Question D3-5: Were any problems encountered in the implementation of the Health Services Component?

The Coordinator stated that the Nurse does an excellent job. Her services can be increased, since her budget has been increased. Delivery of health services is harder, since the students are more scattered this year due to desegregation and the students don't have to be in a supplementary program to receive services. He also reported the Nurse needs adequate space in school buildings to conduct her examinations.

Evaluation Question D4-5: Were any problems encountered in the implementation of the Parental Involvement Component?

The Coordinator reported that the PACs were going as well as or better than they did last year. The clothing requests and purchases are going well. There are fewer problems this year. Initially there were some problems with communications with the District PAC. The Coordinator has initiated some meetings with the community reps to locate pre-kindergarten children and clarify the home location of some migrant students. The Coordinator further reported that he has initiated some efforts in recruitment for the PACs. The responsibilities for the PACs this year are as follows: The Parental Involvement Specialist is responsible for the Districtwide PAC and some local PACs, especially at the elementary level. The Migrant Coordinator is responsible for the local PACs at the secondary level. Ann Cunningham, Title I Reading Coordinator, is responsible for the PACs at Dawson, Becker, and Govalle. He stated the community representatives provided good assistance. There are differences, though, in how the community representatives operate within the schools. Lately the community representatives have been doing follow-up work on the locations of migrant children. Overall, he feels services from the community representatives are going better this year than last. Desegregation has made the migrant children more scattered through the District, so it is somewhat harder for the community reps to see all the children and perform all their duties.

Evaluation Question D5-1: Were the MSRTS Component's objectives met?

The Migrant Coordinator stated that the objective: "Within two days after each current migrant student is identified, eligibility forms will be transmitted to the District's designated terminal site" was totally unrealistic. AISD did not meet this objective. He also reported the updated list of formerly migrant students is due December 5 and the District will meet this deadline. The Coordinator and the MSRTS Clerk reported the MSRTS system does not give accurate information on the one-year migrant students and the turnaround time is very, very slow. They stated the eligibility forms are being kept as they are required. All the information will be more accessible more readily when the MSRTS CRT unit is activated. They have had the CRT quite some time, but have experienced numerous delays in getting the lines installed so it can be made operational.

Evaluation Question D5-2: Were any problems encountered with the implementation of the MSRTS Component?

The Coordinator stated by far the major problem with the MSRTS was that the rules were changed in the middle of the game both at the state and national levels. This made it very difficult to follow all the rules, since they are changed unexpectedly. Another problem is there are many delays in getting the MSRTS data above the AISD level, especially at the national level.

On a positive note, since eligibility forms are no longer required each year on five-year migrant students (the large majority of AISD's migrant students are in this category), the paperwork is much less and better, and just requires the District to keep their records updated. The system's value is for funding purposes. At the local level, the records are more accurate than ever before. At the school level, everyone is very cooperative.

Evaluation Question D5-4: What are the costs of the MSRTS Component to AISD in comparison to the benefits of the system to AISD?

The Coordinator stated the MSRTS was very time consuming. However, due to the decreased requirements for paperwork on five-year migrants, the system is not as time consuming as it had been previously. In terms of money and personnel, the District is given all that is needed to operate the system. In summary, the Coordinator felt the system is an expensive and time consuming way of keeping records. Its benefits are seen in terms of funding purposes only.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 17, 1980

TO: José Mata and Lynda Schlimper

Catherine

FROM: Catherine Christner

SUBJECT: Migrant Coordinator and MSRTS Clerk Interview

This memo is to confirm our appointment for an interview at 3:00 p.m. on November 25. The first half of the interview will be conducted with the Migrant Coordinator alone. The second half of the interview concerns both the MSRTS Clerk and the Migrant Coordinator.

A copy of the format I will use for the interview is enclosed for your information. It is not necessary for you to write out your responses, as I will do that during our interview.

Approved: Freda M Holley
Director, Office of Research and Evaluation

CC:rrf
Enclosure

80.40

Attachment N-2
(Page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Migrant Coordinator and MSRTS Clerk Interview

Fall, 1980

JOSE 1. Do you have concerns or anticipate concerns in the areas listed below? What are the positive aspects in each of the areas listed? Please describe your concerns and the positive aspects.

- The identification of migrant students

- The scheduling of migrant students

- The coordination of services provided by the Migrant teachers and classroom teachers

- The adequacy of the facilities and teaching materials

- The provision of health services for migrant students

- The services provided by the Parental Involvement Office (including PACs)

- The supervision of Migrant teachers

- The transportation of Migrant students or parents

- The provision of staff development for Migrant teachers and other Migrant staff

- Other (please specify)

JOSE

2. In what ways (if any) have desegregation activities affected the services provided by:
   - The pre-K Migrant teachers
   - The K-12 Migrant teachers
   - The Migrant Nurse
   - The Migrant community representatives

JOSE
and
LYNDA

3. Have any difficulties been encountered in the implementation of the MSRTS Component? What are the positive aspects of the MSRTS Component?
   - Have the deadlines been met?
   - Has the information been accurate?
   - Is needed information readily retrievable?
   - Problems/positive aspects at
     - National Level
     - State Level
     - Local Level
     - School Level

JOSE
and
LYNDA

4. a) What are the costs of the MSRTS Component to AISD? What do you estimate the costs of the MSRTS Component to be in terms of each of the following?
   - time
   - money
   - personnel

   b) How would you compare the benefits with the costs?

JOSE
and
LYNDA

5. Any other comments regarding the MSRTS Component?

TITLE I MIGRANT

APPENDIX O

MIGRANT COORDINATOR AND MSRTS CLERK INTERVIEW, SPRING

Instrument Description: Migrant Coordinator and MSRTS Clerk Interview-Spring

Brief description of the instrument:

The interview form consisted of five questions concerning the implementation of the Migrant Program. The questions were partially based upon comments made by the Coordinator, MSRTS Clerk, and the Migrant teachers in their fall interviews.

To whom was the instrument administered?

All five questions were directed to the Migrant Coordinator. The last question (dealing with the implementation of the MSRTS Component) was also directed to the MSRTS Clerk.

How many times was the instrument administered?

Once.

When was the instrument administered?

May 26, 1981.

Where was the instrument administered?

The Migrant Coordinator's Office.

Who administered the instrument?

The Title I Migrant Evaluator.

What training did the administrators have?

Training and experience in interviewing procedures.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The Title I Migrant Evaluator.

What reliability and validity data are available on the instrument?

Following the interview, a draft of the interview notes was sent to the Migrant Coordinator and the MSRTS Clerk who were encouraged to review them for accuracy and clarity.

Are there norm data available for interpreting the results?

No.

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MIGRANT COORDINATOR AND MSRTS CLERK INTERVIEW, SPRING

Purpose

An interview was conducted with the Migrant Coordinator and MSRTS Clerk in the spring of 1981 in order to obtain information relevant to the following decision and evaluation questions:

Decision Question D1: Should the Pre-K Instructional Component be continued as it is, modified, or deleted?

Evaluation Question D1-4: How successful was the implementation of the Pre-K Component?

d) Were concerns resolved by the end of the year? How? Were additional strengths noted?

Evaluation Question D1-7: What supervision concerns were identified/resolved during 1980-81?

b) Were the expectations of the Migrant pre-K teachers with regard to supervision fulfilled during the 1980-81 school year?

Decision Question D2: Should the K-12 Instructional Component (Communication Skills) be continued as it is, modified, or deleted?

Evaluation Question D2-5: How successful was the implementation of the K-12 Component?

c) Were concerns resolved by the end of the year? How? Were additional strengths noted?

Evaluation Question D2-6: What supervision concerns were identified/resolved during 1980-81?

b) Were the expectations of the Migrant K-12 teachers with regard to supervision fulfilled during the 1980-81 school year?

Decision Question D3: Should the Health Services Component be continued as it is, modified, or deleted?

Evaluation Question D3-5: Were any problems encountered in the implementation of the Health Services Component?

Decision Question D4: Should the Parental Involvement Component be continued as it is, modified, or deleted?

Evaluation Question D4-5: Were any problems encountered in the implementation of the Parental Involvement Component?

Decision Question D5: Should the MSRTS Component be continued as it is, modified, or deleted?

Evaluation Question D5-1: Were the Component's objectives met?

Evaluation Question D5-2: Were any problems encountered with the implementation of the MSRTS Component?

Evaluation Question D5-4: What are the costs of the MSRTS Component to AISD in comparison to the benefits of the system to AISD?

Procedure

An appointment was made with the Migrant Coordinator and the MSRTS Clerk for May 26, 1981. A memo confirming the appointment (Attachment O-1) as well as a copy of the interview format (Attachment O-2) was sent to the Migrant Coordinator and the MSRTS Clerk prior to the interview. The interview was conducted by the Migrant Evaluator in the Migrant Coordinator's office. Following the interview, a draft of the interview notes was sent to the Migrant Coordinator and the MSRTS Clerk, who were both encouraged to check the notes for accuracy and clarity and provide feedback.

Results

Evaluation Questions D1-4 and D2-5: How successful was the implementation of the Pre-K and the K-12 Components?

d,c) Were concerns resolved by the end of the year? How? Were additional strengths noted?

Pre-K

The Coordinator had indicated in the fall that the implementation of this Component was going smoothly. He felt this still to be the case. Due to the funding cuts for 1981-82, all the pre-K aides were cut. Also there will be no student aides next year. Snacks were the final item cut for the Pre-K Component for next year. At the present time the pre-K units will be the same as in 1980-81, although the Migrant Unit at Rosewood will move if the school closes.

K-12

The Coordinator indicated the numbers of migrant students being served were still low (especially at the secondary level). Working with the schools, they have tried different scheduling techniques. For the fall of next year he has gotten the assistant principal responsible for scheduling at each school involved with scheduling the migrant students. This has enabled them to get more migrant students scheduled to be seen by the Migrant teachers at the secondary levels. Another problem at the secondary level is that students are only given local credit for taking a Migrant class. Also there is conflict between what the students want to take and have to take--this is especially a problem at grades 11 and 12. The location and funding of the Migrant teachers at the high school level will be the same in 1981-82 as it was in 1980-81: Johnston - 100%; Anderson - 100%; Travis - 100% and Crockett - 60%.

These issues are not a problem at the junior high level. At the junior high level for next year the funding levels planned for Migrant teachers are: Martin - 100%; Porter - 40%; O. Henry - 80%; and Fulmore - 60%.

At the elementary level, the split-funding planned for Migrant/Title I teachers and Migrant/SCE teachers should help increase the numbers of students seen at the elementary level. Planned for next year are the following for teachers: Becker - 100%; Dawson - 100%; Allan - 100%; Govalle - 100%; Highland Park - 100%; Metz - 50% Migrant/50% Title I; Brooke - 50% Migrant/50% Title I; Zavala - 50% Migrant/50% Title I; Cook - 50% Migrant/50% SCE; and Webb - 50% Migrant and 50% SCE. There is also the possibility that a 50% Migrant/50% SCE teacher may be funded at Casis.

The Coordinator felt one of the big strengths of the instructional component was the willingness of the Migrant teachers to work with the local teachers in planning and instruction for the migrant students. The TEA monitors were very pleased with several of the Migrant teachers.

Evaluation Questions D1-7 and D2-6: What supervision concerns were identified/resolved during 1980-81?

b) Were the expectations of Migrant pre-K and K-12 teachers with regard to supervision fulfilled during the 1980-81 school year?

Pre-K

The Coordinator stated having the Early Childhood Coordinator supervise the pre-K teachers has really helped make this area much stronger. Since the current coordinator is being promoted and will no longer be in this position, the Migrant Coordinator indicated a replacement would definitely be sought to take her place.

Elementary

The Coordinator felt it has been good to have the Title I Reading Coordinators involved with the supervision of Migrant teachers on Title I campuses. However since next year there will be five shared teachers between Title I and Migrant, this coordination has to be increased to assure effective instruction. Only the teachers at Webb, Highland Park, and Cook are not on Title I campuses. The administrative reorganization plan has made it somewhat unclear as to where the Migrant Coordinator will be next year, so exact plans for teacher supervision have not been finalized. Tentatively the Migrant Coordinator would supervise those non-Title I campus teachers, and the Title I Reading Coordinators would supervise the teachers on Title I campuses.

Secondary

The Coordinator saw no problems with supervision here. He felt he would still supervise these teachers next year, unless the administrative reorganization plan altered his role.

Evaluation Question D3-5: Were any problems encountered in the implementation of the Health Services Component?

No problems were encountered in this area. The Migrant Nurse herself is a real strength in this area. Also having more money for medical and dental expenses has really helped.

The Coordinator stated parents felt they would rather see services such as clothing cut and try to keep the funding of this component up.

Evaluation Question D4-5: Were any problems encountered in the implementation of the Parental Involvement Component?

The Coordinator indicated, as he had in the fall interview, that the community representatives did operate differently and that this was one area of concern in this component.

As a result of funding cuts for 1981-82, this component will be quite different. All clothing money was cut, which should, according to the Migrant Coordinator make the community representatives' jobs a lot less complicated. Filling clothing requests was a very time-consuming task. Also the Parental Involvement Specialist position (she supervised the community representatives) was cut, as was one community representative position. It's still unclear at this point, due to the administrative reorganization among other things, who will supervise the representatives and how the whole component will be coordinated. Due to all these factors, the Coordinator felt it was difficult to state how changes or what changes would be made in the component to alleviate any problems/concerns noted during 1980-81.

Evaluation Question D5-1: Were the MSRTS Component's objectives met?

The Migrant Coordinator and the MSRTS Clerk indicated that most of the objectives were met within the timelines specified. One objective not met was considered rather unrealistic by both the Coordinator and the Clerk -- Within two days after each current migrant student (Status 1, 2, 4, and 5) is identified, eligibility forms will be transmitted to the District's designated terminal site. They indicated it is difficult in two days to contact the student's parent and then meet with him/her and go over the eligibility form and get their signature and then transmit the form to the MSRTS Clerk who then has to send a copy of the form to the terminal site.

The TEA monitors really focused on this component and went over the records and forms with a fine-tooth comb. The original of each eligibility form is supposed to be on file and in a couple of cases those filed were copies. Also one student being served didn't have an eligibility form on file. The community representatives were sent out to get new eligibility forms in these cases.

Overall both the Clerk and the Coordinator felt their records were in good shape. The objectives met and not met are discussed in Appendix AA.

Evaluation Question D5-2: Were any problems encountered with the implementation of the MSRTS Component?

The Coordinator stated his goals with the MSRTS Component were to meet the objectives for the component and maintain auditable records. He felt that AISD had to a large degree done this. The implementation of the Component has gone fairly smoothly this year.

Next year AISD will implement the Skills Information System (SIS) portion of MSRTS. Teachers will get an in-service in the fall of 1981 on how to use the system. The Coordinator felt the SIS information was really not detailed enough to help the teacher place the student at his/her appropriate instructional level.

Evaluation Question D5-4: What are the costs of the MSRTS Component to AISD in comparison to the benefits of the system to AISD?

Both the Coordinator and the MSRTS Clerk agreed that the system was expensive and time-consuming. Its benefits for the District are primarily based on its requirement for having a Migrant Program funded. The District already collects data in areas that MSRTS has, so the MSRTS is often a duplication of effort. Frequently not much more than demographic data is available on students from their MSRTS records and this is readily available from the District records. Frequently as well what is gotten off the MSRTS records is the data that was put in at AISD so the MSRTS adds little to what is already known about a student. The SIS information, when available on a student, is not really complete enough for a teacher to plan instruction.

All and all, the MSRTS System is an expensive and time-consuming way for this District to keep records on Migrant students.

Attachment O-1

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 19, 1981

TO: José Mata and Lynda Schlimper

FROM: Catherine Christner

SUBJECT: Confirmation of Interview Appointment and Examination of MSRTS Records

This memo is to confirm our appointment for an interview on May 26, 1981 at 2:00 p.m.

Enclosed is a copy of the format that I will use when conducting the interview. The only question pertinent to Lynda is question 5. It will not be necessary for you to write out your responses, as I will do that during our interview.

Also as we discussed on the phone, after the interview I would like to meet with Lynda and look through the MSRTS records and eligibility forms. This is to examine the achievement of the objectives for the MSRTS Component as stated in the 1980-81 Title I Migrant Application.

CC:lg
Enclosure

APPROVED: Freda M Holley
Director, Office of Research and Evaluation

cc: Lee Laws
Oscar Cantú

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Migrant Coordinator and MSRTS Clerk Interview

Spring, 1981

1. In our fall interview you indicated the implementation of the instructional components was the smoothest it has ever been. Did any problems occur since our interview in this area? What steps were taken to resolve any problems noted? In the fall Migrant teacher interview, several teachers indicated scheduling problems existed. What steps were taken to alleviate these problems? What strengths have you noted in the implementation of the instructional components?

2. Also in our fall interview you stated that there were some problems with the supervision of Migrant teachers, but this situation improves each year. What steps were taken to address these problems? Do you still see problem areas in the supervision of Migrant teachers?

3. Were any problems encountered in implementation of the Health Services Component? What steps were taken to address these problems (if any were noted)? What are the positive aspects of this component's implementation?

4. In the fall you noted some minor problems in the implementation of the Parental Involvement Component. What steps were taken to resolve these problems? Have any other problems been noted? You also noted that there were differences in how the community representatives operated. In the fall interview seven teachers indicated they rarely saw their community representative. Have any plans been made to make community representative services more consistent from school to school? What are the positive aspects of this component's implementation?

5. In our fall interview you and the MSRTS Clerk both expressed concerns about the implementation of the MSRTS Component in terms of timeliness, expense, and it being time-consuming. Are these areas still concerns? What steps have been taken to resolve these concerns? What are the positive aspects of the MSRTS Component implementation?

TITLE I MIGRANT

APPENDIX P

EARLY CHILDHOOD COORDINATOR INTERVIEW, FALL

80.40 Instrument Description: Early Childhood Coordinator Interview - Fall

Brief description of the instrument:

The interview form consisted of two questions concerning the implementation of the pre-kindergarten program and the supervision of the pre-k teachers

To whom was the instrument administered?

The Early Childhood Coordinator.

How many times was the instrument administered?

Once.

When was the instrument administered?

November 24, 1980.

Where was the instrument administered?

In the Early Childhood Coordinator's Office.

Who administered the instrument?

The Title I Migrant Evaluator.

What training did the administrators have?

Training and experience in interviewing procedures.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The Title I Migrant Evaluator.

What reliability and validity data are available on the instrument?

Following the interview, a draft of the interview notes was sent to the Migrant Coordinator who was encouraged to examine the notes for accuracy and clarity.

Are there norm data available for interpreting the results?

No.

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EARLY CHILDHOOD COORDINATOR INTERVIEW - FALL

Purpose

An interview was conducted with the Early Childhood Coordinator (supervisor of the Migrant and the Title I pre-kindergarten teachers) in the fall of 1980 in order to obtain information relevant to the following decision and evaluation questions:

> Decision Questions D1: Should the Pre-K Instructional Component be continued as it is, modified, or deleted?
>
> > Evaluation Question D1-4: How successful was the implementation of the Pre-Kindergarten Component?
> >
> > c) What concerns/strengths were identified by the Early Childhood Coordinator in the fall of 1980?
> >
> > Evaluation Question D1-7: What supervision concerns were identified/resolved during 1980-81?
> >
> > a) In the fall of 1980, were the Migrant pre-K teachers able to clearly identify their supervisors and describe the respective responsibilities of each?

Procedure

An appointment was made with the Early Childhood Coordinator for November 24, 1980. Attachment P-1 is a copy of the interview format used. In speaking with the Coordinator, she asked that the evaluator not take the time to send a confirmation memo and a copy of the interview. Therefore, the questions on the interview form were shared with her by phone. The interview was conducted in the Coordinator's office by the Title I Migrant Evaluator. Following the interview, a draft of the interview notes was sent to the Early Childhood Coordinator for her review for accuracy and clarity (see Attachment P-2 for review cover letter). Her comments were taken into consideration in the final draft of this appendix.

Results

> Evaluation Question D1-4: How successful was the implementation of the Pre-Kindergarten Instructional Component?
>
> c) What concerns/strengths were identified by the Early Childhood Coordinator in the fall of 1980?

The main concern expressed by the Coordinator was moving from one curriculum to another. (Note: In a workshop held in August, 1980, the Migrant pre-K teachers were told they were going to be using the AISD Early Childhood curriculum, rather than the Bilingual Early Childhood Program (BECP) curriculum. 1980-81 was designated as a transition year where both curricula would be used, while only the AISD curricula would be used in 1981-82.)

The Coordinator stated that some teachers have used the BECP for several years. She knows that change is hard, especially since there are considerable differences between the two curricula. The AISD curriculum requires gathering and making of materials to be used, while the BECP has most of the materials in the curriculum kit.

The Coordinator feels the Migrant teachers will adjust as they become more comfortable with the new (to them) curriculum.

Another area of concern is one that holds true for all pre-K teachers, not just Migrant teachers. The Coordinator feels all pre-K teachers need more specific and formal training in Early Childhood education, especially language and concepts acquisition, social studies, science, art, and music.

Areas of strength noted by the Coordinator were:

- The teachers like and enjoy the children.
- The teachers are persevering in their jobs.
- Some teachers are attending workshops to learn more about how young children learn.
- Some teachers are sharing the ideas learned from workshops with other teachers.
- Some workshops that are considered important by the Coordinator are being attended voluntarily by some teachers.
- Some teachers are seeking advice on what is appropriate and inappropriate for children this age.
- Some teachers are better using their monies.
- Some teachers are better planning their study trips.
- Some teachers are providing more material for children to have "hands-on" experiences.
- Some teachers are using higher level questioning strategies than previously noted.
- Some teachers are interacting more with their students than previously noted.

Evaluation Question D1-7: What supervision concerns were identified/resolved during 1980-81?

a) In the fall of 1980, were the Migrant pre-K teachers able to clearly identify their supervisors and describe the respective responsibilites of each?

80.40

The Coordinator felt the teachers were getting more accustomed to her as a supervisor. 1980-81 is the first year her role as their supervisor has been clearly spelled out. She has noted the teachers have asked her more questions this year and have asked for more sharing of ideas.

The Coordinator stated that change in supervisors has made some teachers uncomfortable, as has change in curricula, but time will make both more comfortable to the teachers. She feels teachers are beginning to better understand her role.

OFFICE OF RESEARCH AND EVALUATION

Fall, 1980

EARLY CHILDHOOD COORDINATOR INTERVIEW

1. Do you have any concerns or anticipate any concerns in the implementation of the Title I Migrant pre-kindergarten program? What do you see as areas of strength? Can you note any comparisons with last year?

2. Have you noted any problems in the area of supervision of the pre-K teachers? Can you note any comparisons with last year?

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 12, 1981

TO: Timy Baranoff

FROM: Catherine Christner Catherine

SUBJECT: Fall Early Childhood Coordinator Interview

Enclosed find a summary of the interview that I conducted with you late last year. I have put it in our technical report format. Please review it to see if it accurately reflects your perception of the interview.

If you have any comments or changes, please send them to me by February 20, 1981.

Thanks.

Approved: Freda M Holley
Director, Office of Research and Evaluation

CC:rrf
Enclosure

80.40

TITLE I MIGRANT

APPENDIX Q

EARLY CHILDHOOD COORDINATOR INTERVIEW, SPRING

80.40 Instrument Description: Early Childhood Coordinator Interview-Spring.

Brief description of the instrument:

The interview form consisted of three interview questions focusing on the implementation of the Pre-Kindergarten Instructional Component and concerns the Coordinator expressed in the fall interview.

To whom was the instrument administered?

The Early Childhood Coordinator.

How many times was the instrument administered?

Once.

When was the instrument administered?

May 11, 1981.

Where was the instrument administered?

The Early Childhood Coordinator's Office.

Who administered the instrument?

The Title I Migrant Evaluator.

What training did the administrators have?

Training and experience in interviewing procedures.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The Title I Migrant Evaluator developed the interview based on the Early Childhood Coordinator Interview-Fall.

What reliability and validity data are available on the instrument?

Following the interview, a draft of the interview notes was sent to the Early Childhood Coordinator, who was encouraged to examine the notes for accuracy and clarity.

Are there norm data available for interpreting the results?

No.

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EARLY CHILDHOOD COORDINATOR INTERVIEW, SPRING

Purpose

An interview was conducted with the Early Childhood Coordinator in the spring of 1981 in order to obtain information relevant to the following decision and evaluation questions:

> Decision Question D1: Should the Pre-K Instructional Component be continued as it is, modified, or deleted?
>
> > Evaluation Question D1-4: How successful was the implementation of the Pre-K Component?
> >
> > d) Were concerns resolved by the end of the year? How? Were additional strengths noted?
> >
> > Evaluation Question D1-7: What supervision concerns were identified/resolved during 1980-81?
> >
> > b) Were the expectations of the Migrant pre-K teachers with regard to supervision fulfilled during the 1980-81 school year?

Procedure

An appointment was made with the Early Childhood Coordinator for May 11, 1981. A memo confirming the appointment (Attachment Q-1) and a copy of the interview format (Attachment Q-2) was sent to the Early Childhood Coordinator prior to the interview. The interview was conducted by the Migrant Evaluator in the Early Childhood Coordinator's office. Following the session, a draft of the interview notes was sent to the Early Childhood Coordinator who was encouraged to check the notes for accuracy and clarity.

Results

Evaluation Question D1-4: How successful was the implementation of the Pre-K Component?

d) Were concerns resolved by the end of the year? How? Were additional strengths noted?

The Early Childhood Coordinator reported that teachers seemed to be accepting the AISD Curriculum more. They have asked her more questions which she feels is a good sign. During the year she has offered (and continues to offer) in-services to help the teachers adjust. Also she has given them materials and tried to give them both support and encouragement.

In response to the teachers, the following things were done related to the curriculum.

1) Although the BECP manuals will be picked up soon, she is leaving the manipulatives as per teacher requests.

2) Several units have been redone (based on BECP ideas) in the AISD curriculum format.

3) She and Leslie Cohen are working on organizing a skills box based on the skills found in the BECP. The skills were an area in which the teachers felt the BECP had a lot to offer.

Since as part of the funding cuts for next year, each pre-K teacher is losing her aide, the limit of children per class has been reduced from 20 to 16. She said teachers seemed generally pleased with this ceiling. She does wonder how the aides leaving will affect what the pre-K teachers teach, how much will be covered, and scheduling changes that will have to be instituted. Also teachers will need help in developing schedules and organizational patterns within the classroom. Some help in this area is planned for the last meeting of the year on May 20 and again at the August in-service.

Finally she indicated she still is concerned about the implementation of the curriculum. She realizes that the change from one curriculum to another is hard. She feels with more time, the teachers will become more and more comfortable with the AISD curriculum. In her observations, the Coordinator noted bulletin boards from the AISD Curriculum in some migrant classes. This was considered a good sign of acceptance of the curriculum.

Evaluation Question D1-7: What supervision concerns were identified/resolved during 1980-81?

b) Were the expectations of the Migrant pre-K teachers with regard to supervision fulfilled during the 1980-81 school year?

The Early Childhood Coordinator felt the teachers were getting more and more comfortable with her as their supervisor. They were asking more questions and asking her to send materials, etc. to them. She feels teachers realize that she is there to support and help them.

The Early Childhood Coordinator was also asked: Do you have any suggestions for further improving the implementation of the Pre-Kindergarten Component?

Her responses to this are summarized here. Since a large part of this component deals with implementing a new (to the teachers) curriculum, the Coordinator felt in time the teachers will grow more comfortable with the curriculum.

An additional concern expressed by the Coordinator was the same as one she expressed in the fall interview. She wished more of the teachers would go for formal training in Early Childhood Education. Some teachers have taken some university courses. The Coordinator feels more training and exposure to theory and methods dealing specifically with this age child could strengthen each teacher and enhance the education received by each child.

The Coordinator also wished the teachers would take more opportunities to attend local conferences (several of which this last year focused specifically on Early Childhood) and staff development activities. Some of the in-services done this last year here at AISD were in response to teacher requests, but not always attended by as many of the pre-K teachers as the Coordinator would have liked. Some in-services offered were Learning Centers, Art Activities, Science, Math, Creative Dramatics, Share Fair, New Units of the Curriculum, Math, Business Procedures, and an in-service with the kindergarten teachers. She plans to have an informal in-service on how to work without an aide.

The Coordinator is generally pleased with the progress made this year.

Attachment Q-1

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 6, 1981

To: Timy Baranoff

Catherine

From: Catherine Christner

Subject: Confirmation of Interview Appointment

This memo is to confirm our appointment for an interview on May 11, 1981 at 8:00 a.m.

Enclosed is a copy of the format I will use when conducting the interview for your perusal. It will not be necessary for you to write out your responses, as I will do that during our session.

CC:lg
Enclosure

APPROVED: Freda Holley
Director, Office of Research and Evaluation

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Early Childhood Coordinator Interview

Spring, 1981

1. In the fall interview you indicated two general areas of concern in the implementation of the Pre-Kindergarten Instructional Component: the transition from one curriculum to another and the need for more specific and formal training in Early Childhood Education for all pre-K teachers. What steps were taken to address these concerns? Are they still concerns of yours?

2. In the fall interview you expressed some concerns about the supervision of the Migrant pre-K teachers. Have these concerns been resolved? What steps were involved in their resolution?

3. Do you have any suggestions for further improving the implementation of the Pre-Kindergarten Instructional Component?

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TITLE I MIGRANT

APPENDIX R

PRE-KINDERGARTEN LONGITUDINAL FILE

Instrument Description: Pre-Kindergarten Longitudinal Study

Brief description of the instrument:

TOBE scores from the fall 1979 and spring 1980 of the former 1979-80 Title I and migrant pre-k students were compiled on a file as were their fall 1980 Boehm scores. A comparable sample of kindergarten students' Boehm scores were also collected.

To whom was the instrument administered?

1979-80 former Title I and migrant pre-kindergarten students.

How many times was the instrument administered?

N/A

When was the instrument administered?

Fall, 1979; spring, 1980; fall, 1980.

Where was the instrument administered?

In the students' classrooms.

Who administered the instrument?

Regular classroom teachers (Boehm).
Pre-kindergarten teachers (TOBE).

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

None have been identified.

Who developed the instrument?

N/A.

What reliability and validity data are available on the instrument?

See ORE Report #79.09, Appendix B
See ORE Report #80.29, Appendix G

Are there norm data available for interpreting the results?

N/A.

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Purpose

The analyses on the Boehm scores of migrant kindergarten students who were in the pre-kindergarten program in 1979-80 were conducted to provide information on the following decision and evaluation questions:

> Decision Question D1-1: Should the Pre-K Instructional Component be continued as it is, modified, or deleted?
>
> > Evaluation Question D1-9: What have been the long-term effects of participation in the Migrant Pre-K Component?

Procedure

No additional data were collected over data already collected in 1979-80 in the Migrant and Title I evaluations and in 1980-81 in the District's September Boehm testing efforts. Documentation of the Tests of Basic Experiences (TOBE) testing in the Title I Migrant pre-kindergarten classes is in Appendix B, 1979-80 Title I Migrant Technical Report, ORE Publication Number 79.09. Documentation of the Boehm (procedures, scoring, etc.) is in the 1980-81 Systemwide Evaluation Technical Report, ORE Publication Number 80.39, Appendix G.

Three groups of students' Boehm scores were gathered:

1) Participants in Title I pre-kindergarten classes in 1979-80 (with pre- and post TOBE scores).

2) Participants in the Migrant pre-kindergarten classes with English pre- and post TOBE scores.

3) A control group of 1980-81 kindergarten students who had not been in either pre-kindergarten program and were in the following schools (schools which had a Title I or Migrant pre-kindergarten program in 1979-80):

Migrant

- Allison
- Dawson
- Metz
- Oak Springs
- Ridgetop
- St. Elmo
- Zavala
- Brooke

Title I

- Blackshear
- Brown
- Oak Springs
- Ortega
- Sims

Using the card file layout in Attachment R-1, the data files were built. The data file is EV0DATA2.

The analyses run were all run at AISD using programs REGRAN and ANOVAR. The analyses (except where mentioned) were the slopes and intercepts F-tests via linear models. In Attachment R-2 is listed a prototypic linear model.

The results were sent to both the Title I and Migrant Program staff and the pre-kindergarten teachers and their principals. See Attachments R-3 and R-4 for the memos sent.

Results

Evaluation Question D1-9: What have been the long-term effects of participation in the Migrant Pre-K Component?

The results will be discussed in the order of the analyses conducted.

Analysis One: Title I versus migrant gains from the fall 1979 TOBE to the fall of 1980 Boehm.

The students used in this linear models analysis were all former Title I and migrant pre-k participants with fall 1979 TOBE scores and fall 1980 Boehm scores. Attachment R-5 documents this analysis. No significant difference was found in gains between the two groups of former pre-k students.

Analysis Two: Title I versus migrant gains from the spring 1980 TOBE to the fall of 1980 Boehm.

The students used in this linear models analyses were all former Title I and migrant pre-k participants with spring 1980 TOBE scores and fall of 1980 Boehm scores. This analysis is documented in Attachment R-6. No significant difference was found between the gains made by the two groups of former pre-k students.

Analysis Three: Comparison of former Title I pre-k students with other kindergarten students in project schools.

The students used in these independent t-tests analyses were former Title I pre-kindergarten students with fall 1980 Boehm scores (regardless of 1980-81 school), and the comparison group was composed of all other kindergarten students (excluding former migrant pre-k students) with Boehm scores who were at Blackshear, Brown, Oak Springs, Ortega, and Sims. A comparison was run on each of the four Boehm subtests (Space, Quantity, Time, and Miscellaneous) and the total Boehm score. These analyses are documented in Attachment R-7. The former Title I pre-k students were significantly higher on the Total score and the Space, Quantity, and Time subtest scores of the Boehm. They had a higher mean score on the Miscellaneous items, but the difference was not statistically significant.

Analysis Four: Comparison of former migrant pre-k students with other kindergarten students in project schools.

The students used in these independent t-test analyses were former migrant pre-k students with fall 1980 Boehm scores (regardless of 1980-81 school), and the comparison group was composed of all other kindergarten sudents (excluding former Title I pre-k students) with Boehm scores who were at Allison, Brooke, Dawson, Metz, Ridgetop, St. Elmo, and Zavala. A comparison was run on each of the four Boehm subtests and the total. These analyses are in Attachment R-8. The former migrant pre-k students were significantly higher on the total and all the subtests except Quantity. On Quantity the former migrant pre-k students had a higher mean score, but it was not statistically significant from the comparison students' mean.

Linear models analyses five and six were performed to get a better picture of the differences between the gains made by former migrant and Title I prekindergarten students. In analysis one and two reported earlier, no significant differences were found between Title I and migrant from both fall and spring TOBE to the fall 1980 Boehm. This was puzzling in light of results from 1979-80 (see ORE Publication Number 79.09, Appendix B) which showed Title I pre-k students had significantly higher TOBE scores than did the migrant students. Basically the models used in Analyses One and Two were expanded to include checking for a curvilinear relationship.

Analysis Six: Title I versus migrant gains from the fall of 1979 TOBE to the fall 1980 Boehm.

The students used are the same as in the 1st analysis. The analysis is documented in Attachment R-9. No significant differences were found between the gains of the two groups.

Analysis Seven: Title I versus migrant gains from the spring 1979 TOBE to the fall of 1980 Boehm.

The students used are the same as in the 1st analysis. Attachment R-10 documents this analysis. There was a significant difference in the first and second models, indicating the regression lines used to predict the gains of the groups would have both different slopes and different intercepts. This indicates a possible curvilinear relationship between the two groups.

It seems that the migrant students "caught up" with the gains made by the Title I students between the spring 1980 testing and the fall 1980 testing.

Page 1 of 1

FILE ID A / Q / I

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

___ AISD EV0 BOEHM0101

YEAR: 1980-81

___ UT PF___, ___, ___
acct. pass. file name

80.40

CONTENTS:

Field	Columns	Description
	1-3	File ID
	4-6	School Code
	9-15	AISD ID
	17-36	Name (Last First Middle)
	37	Program: Title I = 1; Migrant = 2; Neither = 3
	38	1 = Served by a Migrant Teacher; 0 = Not Served
	40-41	Boehm Pretest Raw Score (Sept. 1980)
	45-47	Raw Score Gain
	49-56	Boehm pretest subtest raw score - Space, Quantity, Time, Misc. (2 col. each)
	67-68	TOBE Raw Score - Fall 1979
	70-71	TOBE Raw Score - Spring 1980

Attachment R-1

PROTOTYPIC MODELS FOR COMPARING GROUP GAINS

Model 1: $Y = a_0U + a_1X^{(3)} + a_3X^{(4)} + a_4X^{(6)} + a_5X^{(7)} + a_6X^{(8)} + E$

Model 2: $Y = a_7U + a_8X^{(3)} + a_9X^{(4)} + a_{10}X^{(5)} + a_{11}X^{(8)} + E$

Model 3: $Y = a_{12}U + a_{13}X^{(3)} + a_{14}X^{(4)} + a_{15}X^{(8)} + E$

Model 4: $Y = a_{16}U + a_{17}X^{(2)} + a_{18}X^{(8)} + E$

Model 5: $Y = a_{19}U + a_{20}X^{(2)} + E$

Where,

Y = posttest

U = unit vector

$X^{(2)}$ = pretest

$X^{(3)}$ = pretest if a member of Group 1; 0, otherwise

$X^{(4)}$ = pretest if a member of Group 2; 0 otherwise

$X^{(5)} = X^{(2)}$ squared

$X^{(6)} = X^{(3)}$ squared

$X^{(7)} = X^{(4)}$ squared

$X^{(8)}$ = 1 if a member of Group 1; 0, otherwise

E = ERROR

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 23, 1981

TO: Migrant pre-kindergarten teachers
Principals with Migrant pre-k teachers
Timy Baranoff, Lee Laws, Oscar Cantú, and José Mata

FROM: Catherine Christner CC

SUBJECT: Achievement gains of 1979-80 pre-kindergarten migrant students in 1980-81

I thought you would be interested in knowing how migrant students in pre-kindergarten last year achieved on the Boehm this year (fall 1980) as compared to other kindergarten students (who were not in the Title I or migrant pre-k program). The comparison students were kindergarten students in schools with a migrant pre-k class in 1979-80.

On the total Boehm score and all but one of the subtests the former pre-k migrant students did significantly better than the comparison students. On the subtest Quantity, the former migrant pre-k students did slightly better than the comparison group, but the differences were not statistically significant. This might indicate less emphasis in the BECP in this area.

In a similar comparison for former Title I pre-k students, analogous results were obtained. The former Title I pre-k students generally had higher fall 1980 Boehm scores than did the comparison group. Except for the Miscellaneous subtest, the differences were statistically significant.

Keep up the good work!

Approved: Freda M Holley
Director, Office of Research and Evaluation

Approved: Roberta Hartung
Acting Director, Elementary Education

CC:rrf

Attachment R-4

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 25, 1981

TO: Persons Addressed

FROM: David Doss

SUBJECT: Performance of Last Year's Title I Pre-K Students on the Fall, 1980, Boehm

Have you ever wondered how former Title I pre-K students perform on the Boehm when entering kindergarten? We recently compared the September, 1980, Boehm scores of last year's Title I early childhood students with those of a comparable group of other kindergarten students.

Title I students outscored the others on total score and on each subscale except one, Miscellaneous. On the average, former pre-K students scored at about the 45th percentile, while the comparison students scored at about the 30th percentile. Similar results were found for former Migrant pre-K students.

These findings are clearly positive; however, they are not as positive as one might expect from the spring TOBE results. It appears that these young Title I students are like their older counterparts; they do not learn as much across the summer as higher achieving students. These results suggest that a continuation of the full-day pre-K program through the summer should be considered.

Approved: Freda Holley
Director of Office of Research and Evaluation

Approved: Roberta Hartung
Director of Elementary Education

DD:lfs

Persons Addressed: Title I Early Childhood Teachers
Principals with Title I Early Childhood Classes
Lee Laws
Oscar Cantu
Timy Baranoff

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```
    *** OUTPUT FROM PROGRAM REGRAN ***

REGRAN - ANALYSIS #1 - FALL 1979 TOBE & FALL 1980 BOEHM

PARAMETERS
COL  1- 5 =       5
COL  6-10 =     153
COL 11-15 =       3
COL 16-20 =       2
COL 21-25 =       1

DATA FORMAT = (A3,1X,F2.0,3(F2.0,2X),F1.0)


INTERCORRELATION ANALYSIS.


MEANS                 1          2          3          4          5
                30.2222    10.4444     5.8758     4.5686     0.5621


SIGMAS                1          2          3          4          5
                 8.1162     3.5386     5.8291     5.6773     0.4961


R MATRIX              1          2          3          4          5

      1          1.0000     0.5116     0.2346     0.0780     0.0729

      2          0.5116     1.0000     0.3458     0.2682     0.0029

      3          0.2346     0.3458     1.0000    -0.8112     0.8897

      4          0.0780     0.2682    -0.8112     1.0000    -0.9117

      5          0.0729     0.0029     0.8897    -0.9117     1.0000
```

Attachment R-5
(Page 1 of 3)

```
 MODEL  1 01  CRITERION =  1

 PREDICTORS =   3- 5
 P =   3    RSQ = 0.0550
 P =   4    RSQ = 0.2655
 P =   5    RSQ = 0.2657
 P =   3    RSQ = 0.2658
 P =   5    RSQ = 0.2660
 P =   3    RSQ = 0.2661
 P =   5    RSQ = 0.2662
 P =   3    RSQ = 0.2663
 P =   5    RSQ = 0.2664
 P =   3    RSQ = 0.2665
 P =   5    RSQ = 0.2666
 P =   3    RSQ = 0.2666
 P =   5    RSQ = 0.2667
 P =   3    RSQ = 0.2667
 P =   5    RSQ = 0.2668
 P =   3    RSQ = 0.2668
 P =   5    RSQ = 0.2669
 P =   3    RSQ = 0.2669
 P =   5    RSQ = 0.2669
 P =   3    RSQ = 0.2670
 P =   5    RSQ = 0.2670
 P =   3    RSQ = 0.2670
 P =   5    RSQ = 0.2670
 P =   3    RSQ = 0.2670
 P =   5    RSQ = 0.2671
 P =   3    RSQ = 0.2671
 P =   5    RSQ = 0.2671

 R = 0.5168     RSQ = 0.2671          27 ITERATICNS.

   V       BETA         B
   3     0.8282      1.1531
   4     0.8391      1.1996
   5     0.1010      1.6530
 REG. CONST. =      17.0373
```

```
MODEL  2 02  CRITERION =  1

PREDICTORS =  2- 2  5- 5
P =  2   RSQ = 0.2617
P =  5   RSQ = 0.2668

R = 0.5165      RSQ = 0.2668          2 ITERATIONS.

  V      BETA        B
  2     0.5114     1.1729
  5     0.0714     1.1677
REG. CONST. =   17.3158


MODEL  3 03  CRITERION =  1

PREDICTORS =  2- 2
P =  2   RSQ = 0.2617

R = 0.5116      RSQ = 0.2617          1 ITERATIONS.

  V      BETA        B
  2     0.5116     1.1734
REG. CONST. =   17.9672


F-TEST  1   F-TEST MODEL COMPARISCNS - MODEL 1 VS MODEL 2
RSQ FULL =      0.2671      MODEL  1
RSQ REDUCED =   0.2668      MODEL  2
DIFFERENCE =    0.0003
DFN =  1.       DFD =  149.     F-RATIO =    0.058    P = 0.8060


F-TEST  2   F-TEST MODEL COMPARISONS - MODEL 2 VS MODEL 3
RSQ FULL =      0.2668      MODEL  2
RSQ REDUCED =   0.2617      MODEL  3
DIFFERENCE =    0.0051
DFN =  1.       DFD =  150.     F-RATIO =    1.042    P = 0.3097
```

```
*** OUTPUT FROM PROGRAM REGRAN ***

REGRAN - ANALYSIS #2 - SPRING 1980 TOBE & FALL 1980 BOEHM

PARAMETERS
COL  1- 5 =     5
COL  6-10 =   153
COL 11-15 =     3
COL 16-20 =     2
COL 21-25 =     1

DATA FORMAT = (A3,1X,F2.0,3(2X,F2.0),F1.0)


INTERCORRELATION ANALYSIS.


MEANS              1           2           3           4           5
             30.2222     17.6013     10.6471      6.9542      0.5621


SIGMAS             1           2           3           4           5
              8.1162      5.3497     10.2495      8.4647      0.4961


R MATRIX           1           2           3           4           5

        1     1.0000      0.5503      0.2284      0.0712      0.0729

        2     0.5503      1.0000      0.5655     -0.0528      0.2839

        3     0.2284      0.5655      1.0000     -0.8534      0.9169

        4     0.0712     -0.0528     -0.8534      1.0000     -0.9308

        5     0.0729      0.2839      0.9169     -0.9308      1.0000
```

Attachment R-6
(Page 1 of 3)

```
MODEL  1 01  CRITERION =  1

PREDICTORS =   3- 5
P =   3    RSQ = 0.0522
P =   4    RSQ = 0.3129
P =   5    RSQ = 0.3130
P =   3    RSQ = 0.3130
P =   5    RSQ = 0.3131
P =   3    RSQ = 0.3132
P =   5    RSQ = 0.3132
P =   3    RSQ = 0.3133
P =   5    RSQ = 0.3133
P =   3    RSQ = 0.3134
P =   5    RSQ = 0.3134
P =   3    RSQ = 0.3134
P =   5    RSQ = 0.3135
P =   3    RSQ = 0.3135
P =   5    RSQ = 0.3135
P =   3    RSQ = 0.3136
P =   5    RSQ = 0.3136
P =   3    RSQ = 0.3136
P =   5    RSQ = 0.3136
P =   3    RSQ = 0.3137
P =   5    RSQ = 0.3137
P =   3    RSQ = 0.3137
P =   5    RSQ = 0.3137
P =   3    RSQ = 0.3137
P =   5    RSQ = 0.3137
P =   3    RSQ = 0.3137
P =   5    RSQ = 0.3138

R = 0.5601       RSQ = 0.3138         27 ITERATICNS.

   V       BETA         B
   3     1.0319      0.8171
   4     1.0191      0.9771
   5     0.0753      1.2315
REG. CONST. =    14,0347
```

```
MODEL  2 02  CRITERION =  1

PREDICTORS =  2- 2  5- 5
P =  2   RSQ = 0.3028
P =  5   RSQ = 0.3104

R = 0.5571      RSQ = 0.3104          2 ITERATICNS.

  V       BETA        B
  2     0.5760     0.8739
  5    -0.0907    -1.4833
REG. CONST. =    15.6741


MODEL  3 03  CRITERION =  1

PREDICTORS =  2- 2
P =  2   RSQ = 0.3028

R = 0.5503      RSQ = 0.3028          1 ITERATIONS.

  V       BETA        B
  2     0.5503     0.8349
REG. CONST. =    15.5277


F-TEST  1   F-TEST MODEL COMPARISONS - MODEL 1 VS MODEL 2
RSQ FULL =      0.3138      MODEL  1
RSQ REDUCED = 0.3104      MODEL  2
DIFFERENCE =  0.0034
DFN =  1.     DFD =  149.     F-RATIO =   0.734    P = 0.3973

F-TEST  2   F-TEST MODEL COMPARISONS - MODEL 2 VS MODEL 3
RSQ FULL =      0.3104      MODEL  2
RSQ REDUCED = 0.3028      MODEL  3
DIFFERENCE =  0.0076
DFN =  1.     DFD =  150.     F-RATIO =   1.644    P = 0.1988
```

```
     *** OUTPUT FROM PROGRAM ANOVAR ***

ANOVAR - ANALYSIS #3 - TITLE I VS NON-MIGRANT STUDENTS IN TITLE I SCHOOL

PARAMETERS
COL  1- 5 =      5
COL  6-10 =      2
COL 11-15 =      1
COL 16-20 =      0
COL 21-25 =      0

DATA FORMAT = (A3,1X,5(F2.0))

GROUP 1    86 SUBJECTS.  TITLE I SPACE, QUANTITY, TIME, MISC., & TOTAL RAW SCORES

GROUP 2   211 SUBJECTS.  NON-MIGRANT SPACE, QUANTITY, TIME, MISC., & TOTAL RAW SCORES


ANALYSIS FOR VARIABLE  1  (SPACE)

SOURCE      MEAN SQUARE      D.F.      F-RATIO        P

TOTAL           19.5563      296.

 GROUPS        279.8252        1.      14.985      0.0003

 ERROR (G)      18.6740      295.

G MEAN            1            2
            15.8605      13.7204
```

Attachment R-7
(Page 1 of 2)

80.40

Attachment R-7
(continued, page 2 of 2)

```
ANALYSIS FOR VARIABLE  2  (QUANTITY)
SOURCE       MEAN SQUARE       D.F.      F-RATIO          P
TOTAL             9.2090       296.
 GROUPS         102.3309         1.       11.506      0.0012
 ERROR (G)        8.8934       295.

G MEAN                 1          2
                 10.2326     8.9384

ANALYSIS FOR VARIABLE  3  (TIME)
SOURCE       MEAN SQUARE       D.F.      F-RATIO          P
TOTAL             1.3392       296.
 GROUPS          15.4398         1.       11.956      0.0010
 ERROR (G)        1.2914       295.

G MEAN                 1          2
                  2.2326     1.7299

ANALYSIS FOR VARIABLE  4  (MISC.)
SOURCE       MEAN SQUARE       D.F.      F-RATIO          P
TOTAL             1.9148       296.
 GROUPS           4.8300         1.        2.536      0.1083
 ERROR (G)        1.9049       295.

G MEAN                 1          2
                  2.4186     2.1374

ANALYSIS FOR VARIABLE  5  (TOTAL)
SOURCE       MEAN SQUARE       D.F.      F-RATIO          P
TOTAL            74.0002       296.
 GROUPS        1087.0819         1.       15.405      0.0003
 ERROR (G)       70.5660       295.

G MEAN                 1          2
                 30.7442    26.5261
```

```
     *** OUTPUT FROM PROGRAM ANOVAR ***

ANOVAR - ANALYSIS #4 - MIGRANT VS NON-TITLE I STUDENTS IN TITLE I SCHOOL

PARAMETERS
COL  1- 5 =      5
COL  6-10 =      2
COL 11-15 =      1
COL 16-20 =      0
COL 21-25 =      0

DATA FORMAT = (A3,1X,5(F2.0))

GROUP 1    67 SUBJECTS.  MIGRNAT SPACE, QUANTITY, TIME, MISC., & TOTAL RAW SCORES

GROUP 2   440 SUBJECTS.  NON-MIGRANT SPACE, QUANTITY, TIME, MISC., & TOTAL RAW SCORES


ANALYSIS FOR VARIABLE  1  (SPACE)

SOURCE     MEAN SQUARE      D.F.      F-RATIO        P

TOTAL          16.8928      506.

 GROUPS        80.3751        1.       4.794      0.0272

 ERROR (G)     16.7671      505.

G MEAN           1            2
               15.4030      14.2273
```

Attachment R-8
(Page 1 of 2)

Attachment R-8
(continued, page 2 of 2)

```
80.40 ANALYSIS FOR VARIABLE  2  (QUANTITY)

      SOURCE      MEAN SQUARE      D.F.      F-RATIO        P

      TOTAL          10.2266       506.

       GROUPS        16.5547         1.       1.621       0.2007

       ERROR (G)     10.2141       505.

      G MEAN            1            2
                     9.2836       8.7500


      ANALYSIS FOR VARIABLE  3  (TIME)

      SOURCE      MEAN SQUARE      D.F.      F-RATIO        P

      TOTAL           1.3551       506.

       GROUPS        14.8837         1.      11.205       0.0013

       ERROR (G)      1.3283       505.

      G MEAN            1            2
                     2.3582       1.8523


      ANALYSIS FOR VARIABLE  4  (MISC.)

      SOURCE      MEAN SQUARE      D.F.      F-RATIO        P

      TOTAL           2.1559       506.

       GROUPS        18.8139         1.       8.862       0.0034

       ERROR (G)      2.1229       505.

      G MEAN            1            2
                     2.5075       1.9386


      ANALYSIS FOR VARIABLE  5  (TOTAL)

      SOURCE      MEAN SQUARE      D.F.      F-RATIO        P

      TOTAL          74.6949       506.

       GROUPS       450.6878         1.       6.094       0.0133

       ERROR (G)     73.9503       505.

      G MEAN            1            2
                    29.5522      26.7682
```

80.40

```
   *** OUTPUT FROM PROGRAM REGRAN ***

REGRAN - ANALYSIS #5 - FALL 1979 TOBE & FALL 1980 BOEHM

PARAMETERS
COL  1- 5 =      8
COL  6-10 =    153
COL 11-15 =      5
COL 16-20 =      4
COL 21-25 =      1

DATA FORMAT = (A3,1X,F2.0,3(F2.0,2X),F1.0,3(F4.0,4X))


INTERCORRELATION ANALYSIS.


MEANS             1          2          3          4          5          6          7          8
            30.2222    10.4444     5.8758     4.5686     0.5621    68.5033    53.1046   121.6078


SIGMAS            1          2          3          4          5          6          7          8
             8.1162     3.5386     5.8291     5.6773     0.4961    85.6223    82.4107    82.7467


R MATRIX          1          2          3          4          5          6          7          8

        1    1.0000     0.5116     0.2346     0.0780     0.0729     0.3092     0.1749     0.4941

        2    0.5116     1.0000     0.3458     0.2682     0.0029     0.5253     0.4389     0.9807

        3    0.2346     0.3458     1.0000    -0.8112     0.8897     0.9459    -0.6496     0.3319

        4    0.0780     0.2682    -0.8112     1.0000    -0.9117    -0.6438     0.9405     0.2705

        5    0.0729     0.0029     0.8897    -0.9117     1.0000     0.7062    -0.7301     0.0036

        6    0.3092     0.5253     0.9459    -0.6438     0.7062     1.0000    -0.5156     0.5213

        7    0.1749     0.4389    -0.6496     0.9405    -0.7301    -0.5156     1.0000     0.4625

        8    0.4941     0.9807     0.3319     0.2705     0.0036     0.5213     0.4625     1.0000
```

Attachment R-9
(Page 1 of 4)

Attachment R-9
(continued, page 2 of 4)

```
MODEL  1 01  CRITERION =  1

PREDICTORS =   3- 7
P =  6   RSQ = 0.0956
P =  7   RSQ = 0.2478
P =  5   RSQ = 0.2482
P =  4   RSQ = 0.2486
P =  5   RSQ = 0.2490
P =  4   RSQ = 0.2493
P =  5   RSQ = 0.2496
P =  4   RSQ = 0.2498
P =  3   RSQ = 0.2501
P =  4   RSQ = 0.2503
P =  3   RSQ = 0.2506
P =  4   RSQ = 0.2508
P =  3   RSQ = 0.2510
P =  4   RSQ = 0.2513
P =  3   RSQ = 0.2515
P =  4   RSQ = 0.2517
P =  5   RSQ = 0.2519
P =  4   RSQ = 0.2521
P =  3   RSQ = 0.2523
P =  4   RSQ = 0.2524
P =  3   RSQ = 0.2526
P =  4   RSQ = 0.2528
P =  3   RSQ = 0.2530
P =  4   RSQ = 0.2531
P =  3   RSQ = 0.2533
P =  4   RSQ = 0.2534

P =  5   RSQ = 0.2536
P =  4   RSQ = 0.2537
P =  3   RSQ = 0.2539
P =  4   RSQ = 0.2540
P =  3   RSQ = 0.2542
P =  4   RSQ = 0.2543
P =  3   RSQ = 0.2544
P =  4   RSQ = 0.2546
P =  3   RSQ = 0.2547
P =  6   RSQ = 0.2548
P =  3   RSQ = 0.2549
P =  4   RSQ = 0.2551
P =  3   RSQ = 0.2552
P =  4   RSQ = 0.2553
P =  3   RSQ = 0.2554
P =  6   RSQ = 0.2555
P =  3   RSQ = 0.2556
P =  4   RSQ = 0.2557
P =  3   RSQ = 0.2558
P =  4   RSQ = 0.2559
P =  3   RSQ = 0.2560
P =  4   RSQ = 0.2561
P =  3   RSQ = 0.2562
P =  6   RSQ = 0.2563

R = 0.5189      RSQ = 0.2693

   V       BETA         B
   3     1.0186     1.4182
   4     1.1953     1.7087
   5     0.1911     3.1264
   6    -0.1275    -0.0121
   7    -0.2139    -0.0211
REG. CONST. =    14.2716      221 ITERATIONS.
```

80.40

Attachment R-9
(continued, page 3 of 4)

```
MODEL  2 02  CRITERION =  1

PREDICTORS =   3- 5  8- 8
P =   8    RSQ = 0.2441
P =   3    RSQ = 0.2497
P =   4    RSQ = 0.2500
P =   8    RSQ = 0.2504
P =   4    RSQ = 0.2508
P =   8    RSQ = 0.2514
P =   4    RSQ = 0.2521
P =   8    RSQ = 0.2532
P =   4    RSQ = 0.2543
P =   8    RSQ = 0.2563
P =   4    RSQ = 0.2580
P =   8    RSQ = 0.2611
P =   4    RSQ = 0.2630
P =   8    RSQ = 0.2653
P =   3    RSQ = 0.2662
P =   8    RSQ = 0.2667
P =   3    RSQ = 0.2668
P =   5    RSQ = 0.2670
P =   3    RSQ = 0.2672
P =   5    RSQ = 0.2674
P =   3    RSQ = 0.2675
P =   5    RSQ = 0.2677
P =   3    RSQ = 0.2678
P =   5    RSQ = 0.2679
P =   3    RSQ = 0.2680
P =   5    RSQ = 0.2681
P =   3    RSQ = 0.2682
P =   8    RSQ = 0.2683
P =   5    RSQ = 0.2683
P =   3    RSQ = 0.2684
P =   5    RSQ = 0.2684
P =   3    RSQ = 0.2685
P =   5    RSQ = 0.2685
P =   3    RSQ = 0.2686
P =   5    RSQ = 0.2686
P =   3    RSQ = 0.2687
P =   5    RSQ = 0.2687
P =   3    RSQ = 0.2687
P =   5    RSQ = 0.2687
P =   3    RSQ = 0.2688
P =   5    RSQ = 0.2688
P =   3    RSQ = 0.2688
P =   5    RSQ = 0.2688
P =   3    RSQ = 0.2688
P =   5    RSQ = 0.2688
P =   3    RSQ = 0.2689

R = 0.5185      RSQ = 0.2689

  V       BETA        B
  3      1.1706     1.6300
  4      1.1945     1.7076
  5      0.1181     1.9327
  8     -0.2176    -0.0213
REG. CONST. =     14.3531

46 ITERATIONS.
```

```
MODEL   3 03  CRITERION =  1

PREDICTORS =   3- 5
P =   3    RSQ = 0.0550
P =   4    RSQ = 0.2655
P =   5    RSQ = 0.2657
P =   3    RSQ = 0.2658
P =   5    RSQ = 0.2660
P =   3    RSQ = 0.2661
P =   5    RSQ = 0.2662
P =   3    RSQ = 0.2663
P =   5    RSQ = 0.2664
P =   3    RSQ = 0.2665
P =   5    RSQ = 0.2666
P =   3    RSQ = 0.2666
P =   5    RSQ = 0.2667
P =   3    RSQ = 0.2667
P =   5    RSQ = 0.2668
P =   3    RSQ = 0.2668
P =   5    RSQ = 0.2669
P =   3    RSQ = 0.2669
P =   5    RSQ = 0.2669
P =   3    RSQ = 0.2670
P =   5    RSQ = 0.2670
P =   3    RSQ = 0.2670
P =   5    RSQ = 0.2670
P =   3    RSQ = 0.2670
P =   5    RSQ = 0.2671
P =   3    RSQ = 0.2671
P =   5    RSQ = 0.2671

R = 0.5168      RSQ = 0.2671

  V       BETA        B
  3      0.8282     1.1531
  4      0.8391     1.1996
  5      0.1010     1.6530
REG. CONST. =     17.0373

27 ITERATIONS.
```

```
MODEL  4 04  CRITERION =  1

PREDICTORS =  2- 2  5- 5
P =  2   RSQ = 0.2617
P =  5   RSQ = 0.2668

R = 0.5165      RSQ = 0.2668           2 ITERATIONS.

  V       BETA        B
  2     0.5114     1.1729
  5     0.0714     1.1677
REG. CONST. =    17.3158


MODEL  5 05  CRITERION =  1

PREDICTORS =  2- 2
P =  2   RSQ = 0.2617

R = 0.5116      RSQ = 0.2617           1 ITERATIONS.

  V       BETA        B
  2     0.5116     1.1734
REG. CONST. =    17.9672

F-TEST  1   F-TEST MODEL COMPARISONS - MODEL 1 VS MODEL 2
RSQ FULL =      0.2693     MODEL  1
RSQ REDUCED =  0.2689     MODEL  2
DIFFERENCE =   0.0004
DFN =  1.      DFD =  147.     F-RATIO =    0.084    P = 0.7702

F-TEST  2   F-TEST MODEL COMPARISONS - MODEL 2 VS MODEL 3
RSQ FULL =      0.2689     MODEL  2
RSQ REDUCED =  0.2671     MODEL  3
DIFFERENCE =   0.0018
DFN =  1.      DFD =  148.     F-RATIO =    0.358    P = 0.5578

F-TEST  3   F-TEST MODEL COMPARISONS - MODEL 3 VS MODEL 4
RSQ FULL =      0.2671     MODEL  3
RSQ REDUCED =  0.2668     MODEL  4
DIFFERENCE =   0.0003
DFN =  1.      DFD =  149.     F-RATIO =    0.058    P = 0.8060

F-TEST  4   F-TEST MODEL COMPARISONS - MODEL 4 VS MODEL 5
RSQ FULL =      0.2668     MODEL  4
RSQ REDUCED =  0.2617     MODEL  5
DIFFERENCE =   0.0051
DFN =  1.      DFD =  150.     F-RATIO =    1.042    P = 0.3097
```

```
     *** OUTPUT FROM PROGRAM REGRAN ***

REGRAN - ANALYSIS #6 - SPRING 1980 TOBE & FALL 1980 BOEHM

PARAMETERS
COL  1- 5 =      8
COL  6-10 =    153
COL 11-15 =      5
COL 16-20 =      4
COL 21-25 =      1

DATA FORMAT = (A3,1X,F2.0,3(2X,F2.0),F1.0,3(4X,F4.0))


INTERCORRELATION ANALYSIS.

MEANS            1         2         3         4         5         6         7         8
              30.2222   17.6013   10.6471    6.9542    0.5621  218.4118  120.0131  338.4248

SIGMAS           1         2         3         4         5         6         7         8
               8.1162    5.3497   10.2495    8.4647    0.4961  242.9664  168.3498  186.9487

R MATRIX         1         2         3         4         5         6         7         8
       1      1.0000    0.5503    0.2284    0.0712    0.0729    0.2877    0.1696    0.5266
       2      0.5503    1.0000    0.5655   -0.0528    0.2839    0.6846    0.1060    0.9852
       3      0.2284    0.5655    1.0000   -0.8534    0.9169    0.9673   -0.7405    0.5902
       4      0.0712   -0.0528   -0.8534    1.0000   -0.9308   -0.7385    0.9637   -0.0920
       5      0.0729    0.2839    0.9169   -0.9308    1.0000    0.7934   -0.8077    0.3039
       6      0.2877    0.6846    0.9673   -0.7385    0.7934    1.0000   -0.6408    0.7226
       7      0.1696    0.1060   -0.7405    0.9637   -0.8077   -0.6408    1.0000    0.0677
       8      0.5266    0.9852    0.5902   -0.0920    0.3039    0.7226    0.0677    1.0000
```

Attachment R-10
(Page 1 of 5)

```
MODEL   1 01   CRITERION =   1

PREDICTORS =   3- 7
P =   6    RSQ = 0.0828
P =   7    RSQ = 0.2954
P =   3    RSQ = 0.2960
P =   6    RSQ = 0.2966
P =   3    RSQ = 0.2971
P =   6    RSQ = 0.2977
P =   3    RSQ = 0.2982
P =   6    RSQ = 0.2987
P =   3    RSQ = 0.2992
P =   6    RSQ = 0.2996
P =   3    RSQ = 0.3001
P =   6    RSQ = 0.3005
P =   3    RSQ = 0.3009
P =   6    RSQ = 0.3013
P =   3    RSQ = 0.3016
P =   6    RSQ = 0.3020
P =   3    RSQ = 0.3023
P =   6    RSQ = 0.3026
P =   3    RSQ = 0.3029
P =   6    RSQ = 0.3032
P =   3    RSQ = 0.3035
P =   6    RSQ = 0.3037
P =   3    RSQ = 0.3040
P =   6    RSQ = 0.3042
P =   3    RSQ = 0.3044
P =   6    RSQ = 0.3047
P =   3    RSQ = 0.3049
P =   6    RSQ = 0.3050
P =   3    RSQ = 0.3052
P =   6    RSQ = 0.3054
P =   3    RSQ = 0.3056
P =   6    RSQ = 0.3057
P =   3    RSQ = 0.3059
P =   5    RSQ = 0.3060
P =   3    RSQ = 0.3062
P =   6    RSQ = 0.3063
P =   3    RSQ = 0.3065
P =   5    RSQ = 0.3066
P =   3    RSQ = 0.3067
P =   6    RSQ = 0.3069
P =   3    RSQ = 0.3071
P =   6    RSQ = 0.3072
P =   3    RSQ = 0.3073
P =   5    RSQ = 0.3075
P =   3    RSQ = 0.3076
P =   6    RSQ = 0.3078
P =   3    RSQ = 0.3079
P =   5    RSQ = 0.3081
P =   3    RSQ = 0.3082
P =   6    RSQ = 0.3083

R = 0.5810      RSQ = 0.3376          263 ITERATIONS.

   V       BETA          B
   3     2.9267      2.3176
   4     0.0         0.0
   5    -1.0617    -17.3686
   6    -1.2727     -0.0425
   7     0.6638      0.0320
REG. CONST. =       20.7549
```

Attachment R-10
(continued, page 2 of 5)

```
MODEL  2 02  CRITERION =  1

PREDICTORS =   3- 5  8- 8
P =   8    RSQ = 0.2773
P =   4    RSQ = 0.2918
P =   5    RSQ = 0.2922
P =   8    RSQ = 0.2929
P =   5    RSQ = 0.2934
P =   8    RSQ = 0.2941
P =   5    RSQ = 0.2947
P =   8    RSQ = 0.2954
P =   3    RSQ = 0.2959
P =   8    RSQ = 0.2966
P =   3    RSQ = 0.2972
P =   8    RSQ = 0.2980
P =   3    RSQ = 0.2987
P =   8    RSQ = 0.2995
P =   3    RSQ = 0.3002
P =   8    RSQ = 0.3009
P =   3    RSQ = 0.3015
P =   8    RSQ = 0.3021
P =   3    RSQ = 0.3025
P =   8    RSQ = 0.3029
P =   3    RSQ = 0.3031
P =   5    RSQ = 0.3033
P =   3    RSQ = 0.3035
P =   8    RSQ = 0.3038
P =   3    RSQ = 0.3040
P =   5    RSQ = 0.3043
P =   3    RSQ = 0.3045
P =   8    RSQ = 0.3047
P =   3    RSQ = 0.3049
P =   5    RSQ = 0.3052
P =   3    RSQ = 0.3054
P =   5    RSQ = 0.3056
P =   3    RSQ = 0.3058
P =   8    RSQ = 0.3061
P =   3    RSQ = 0.3063
P =   5    RSQ = 0.3066
P =   3    RSQ = 0.3068
P =   8    RSQ = 0.3071
P =   3    RSQ = 0.3072
P =   5    RSQ = 0.3075
P =   3    RSQ = 0.3077
P =   5    RSQ = 0.3079
P =   3    RSQ = 0.3081
P =   8    RSQ = 0.3084
P =   3    RSQ = 0.3086
P =   5    RSQ = 0.3089
P =   3    RSQ = 0.3091
P =   8    RSQ = 0.3093
P =   3    RSQ = 0.3094
P =   5    RSQ = 0.3097
```

```
 V        BETA          B
 3       1.6331      1.2932
 4       1.5441      1.4805
 5       0.1148      1.8780
 8      -0.3301     -0.0143
REG. CONST. =         9.9524
```

```
R = 0.5635      RSQ = 0.3175          128 ITERATIONS.
```

317

80.40

```
MODEL   3 03  CRITERION =  1

PREDICTORS =  3- 5
P =   3   RSQ = 0.0522
P =   4   RSQ = 0.3129
P =   5   RSQ = 0.3130
P =   3   RSQ = 0.3130
P =   5   RSQ = 0.3131
P =   3   RSQ = 0.3132
P =   5   RSQ = 0.3132
P =   3   RSQ = 0.3133
P =   5   RSQ = 0.3133
P =   3   RSQ = 0.3134
P =   5   RSQ = 0.3134
P =   3   RSQ = 0.3134
P =   5   RSQ = 0.3135
P =   3   RSQ = 0.3135
P =   5   RSQ = 0.3135
P =   3   RSQ = 0.3136
P =   5   RSQ = 0.3136
P =   3   RSQ = 0.3136
P =   5   RSQ = 0.3136
P =   3   RSQ = 0.3137
P =   5   RSQ = 0.3137
P =   3   RSQ = 0.3137
P =   5   RSQ = 0.3137
P =   3   RSQ = 0.3137
P =   5   RSQ = 0.3137
P =   3   RSQ = 0.3137
P =   5   RSQ = 0.3138

R = 0.5601      RSQ = 0.3138

  V       BETA        B
  3     1.0319     0.8171
  4     1.0191     0.9771
  5     0.0753     1.2315
REG. CONST. =   14.0347


     27 ITERATIONS.
```

```
MODEL  4 04  CRITERION =  1

PREDICTORS =  2- 2  5- 5
P =  2   RSQ = 0.3028
P =  5   RSQ = 0.3104

R = 0.5571      RSQ = 0.3104           2 ITERATIONS.

  V       BETA        B
  2     0.5760     0.8739
  5    -0.0907    -1.4833
REG. CONST. =    15.6741


MODEL  5 05  CRITERION =  1

PREDICTORS =  2- 2
P =  2   RSQ = 0.3028

R = 0.5503      RSQ = 0.3028           1 ITERATICNS.

  V       BETA        B
  2     0.5503     0.8349
REG. CONST. =    15.5277
```

Attachment R-10
(continued, page 4 of 5)

```
F-TEST  1   F-TEST MODEL COMPARISONS - MODEL 1 VS MODEL 2
RSQ FULL =       0.3376      MODEL  1
RSQ REDUCED = 0.3175      MODEL  2
DIFFERENCE =   0.0201
DFN =  1.        DFD =  147.        F-RATIO =     4.452    P = 0.0343

F-TEST  2   F-TEST MODEL COMPARISONS - MODEL 2 VS MODEL 3
RSQ FULL =       0.3175      MODEL  2
RSQ REDUCED = 0.3138      MODEL  3
DIFFERENCE =   0.0037
DFN =  1.        DFD =  148.        F-RATIO =     0.811    P = 0.3727

F-TEST  3   F-TEST MODEL COMPARISONS - MODEL 3 VS MODEL 4
RSQ FULL =       0.3138      MODEL  3
RSQ REDUCED = 0.3104      MODEL  4
DIFFERENCE =   0.0034
DFN =  1.        DFD =  149.        F-RATIO =     0.734    P = 0.3973

F-TEST  4   F-TEST MODEL COMPARISONS - MODEL 4 VS MODEL 5
RSQ FULL =       0.3104      MODEL  4
RSQ REDUCED = 0.3028      MODEL  5
DIFFERENCE =   0.0076
DFN =  1.        DFD =  150.        F-RATIO =     1.644    P = 0.1988
```

TITLE I MIGRANT

APPENDIX S

PRE-KINDERGARTEN OBSERVATIONS

Instrument Description: Early Childhood Observation Form

Brief description of the instrument:

This observation instrument was designed to collect information on the activities of a pre-kindergarten student on a minute-to-minute basis during the school day. The variables observed include language spoken, group size, activity, identification of the adults working with students in an instructional capacity, identification of the individuals primarily responsible for the instruction, adult contact, and curriculum used. Space was provided for the observer to note what is occurring as well as coding the information.

To whom was the instrument administered?

In each of the 84 full day observations conducted, one child was observed throughout that day. The children observed were randomly chosen from the class rolls by the Title I Migrant Evaluator.

How many times was the instrument administered?

Each Migrant pre-K class was observed 7 times (this includes the 2 classes funded 50% Migrant/50% Title I) and each Title I pre-K class was observed 3 times.

When was the instrument administered?

From December 3, 1980 through April 30, 1981.

Where was the instrument administered?

In the pre-K classroom, or wherever the student under observation was.

Who administered the instrument?

The two Title I Migrant pre-K observers.

What training did the administrators have?

Both observers were former teachers and had training with the Title I Observer on observation processes. Also the observers did several practice observations in pre-K classes to train with feedback after each practice session.

Was the instrument administered under standardized conditions?

Classroom situations varied.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The instrument has been developed and refined by the Title I and Title I Migrant Evaluators over the last several years.

What reliability and validity data are available on the instrument?

The observation form was virtually unchanged from 1979-80 so comparison data were available.

Are there norm data available for interpreting the results?

No.

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Early Childhood Observation Form

Purpose

The data on the Early Childhood Observation Form was developed in order to obtain information relevant to the following decision and evaluation questions:

> Decision Question D1: Should the Pre-K Instructional Component be continued as it is, modified, or deleted?
>
> > Evaluation Question D1-5: How did the implementation of the Migrant and Title I Early Childhood Programs compare in terms of time spent in instruction, curriculum use, average group size, amount of time spent with the teacher, etc.?

Procedure

The Early Childhood Observation Form was developed during 1979-80 for use in evaluating and comparing the Title I and Migrant pre-K programs. The final version of the form was developed by the Title I and Migrant Evaluators and their staffs after field-testing and consideration of the input from the Early Childhood Coordinator. After again reviewing the form with the Early Childhood Coordinator and the Title I Evaluator, it was decided to use the form (Attachments S-1 and S-2) and the instructions (Attachment S-3) again for 1980-81.

The design of the Early Childhood Observation Form provides for the observation of one student's classroom activities for the period of one instructional day. Day-long observation of randomly selected students, combined with a random selection of observation days, were considered to provide a more representative picture of the on-going instructional activities than would a briefer observation.

Some research evidence indicates the presence of an observer in the classroom tends to affect the nature of the activities occurring. However, since the presence of an observer was a constant situational variable, it was felt the effect of an observer's presence would be equal for all students and would not affect the validity of comparisons made between groups of students.

The Early Childhood Observation Form employs a time-sample system that requires the observer to record observations at the end of every minute. A one-minute time duration was selected as appropriate, since a period of less than one minute would have required an inordinate amount of attention by the observer to the form, and a period of more than one minute would not have been a sufficiently sensitive indicator of the activities transpiring.

Ten full days of observation on each classroom would be the optimum to do by-class analyses on the observations. It was felt seven observations per class was the minimum number needed in order to do by-class analyses. Therefore seven observations were planned for each Migrant pre-K class and each split-funded class. Title I was not able to do any observations of pre-K classes due to the stress placed on observations at the elementary level. It was felt that observations of Title I classes were a necessity in order to have a comparison group for the Migrant classes. Funds limited the number of observations that could be planned. It was decided that at least 3 observations per Title I class would give a good comparison for Migrant classes. The 3 observations per class were not enough to do by-class analyses, but would be sufficient when aggregated across Title I classes.

Two observers were hired to conduct the observations. Although both were former teachers, extensive training sessions were conducted. Through the cooperation of three pre-kindergarten teachers and their principals three practice sessions were held so the observers could practice conducting observations to familiarize themselves with the form and its directions. On the first of these practice sessions, the Title I pre-K observer from 1979-80 went with them and observed and then went over the form, procedures, and discussed how each minute was coded, etc. After each practice session, the observers met with the Evaluator to discuss questions, clarify procedures, etc.

Attachment S-4 indicates the procedures followed in pairing observation days with classes to be observed.

In November a memo (see Attachment S-5) was sent to the Title I and Migrant pre-kindergarten teachers and their principals explaining the purpose of the observations and the procedures. Included with the memo was a brief explanation of what was to be observed (Attachment S-6).

The following steps were taken with each of the 84 observations:

1) A memo (Attachment S-7) was sent to each pre-K teacher and principal notifying them of the week in which the observation would take place. This memo was sent the week prior to the observation.

2) Students to be observed were randomly selected by the Migrant Evaluator from the most recent records of the class' attendance reports. The observers were given the name of three students in case absences occurred.

3) The observer(s) reported to the school 15 minutes early to check in at the school office and get acquainted with the pre-K teacher in whose classroom the observation was being conducted. At that time the pre-K teacher was asked to identify the three students chosen for observation. The teacher did not know which of the three would actually be observed.

4) After identifying the student to be observed, the observer proceeded to observe the selected student throughout the school day according to the directions in Attachment S-3. During the observations the observer sat in an out-of-the-way place so as not to interfere with classroom activities, but such that the observer could see and hear as many classroom proceedings as possible. Although the observer was allowed to change positions if necessary, walking around the room was avoided whenever possible.

5) The observer did not talk to the students in the classroom. If one of the students began to speak to the observer, the observer told the student she had work to do and could not talk.

6) At the end of the school day, the observer asked the pre-K teacher the name of the curriculum for the instructional activities observed during the day. Also the observer was encouraged to answer any questions the teacher might have about the nature or purpose of the observation, etc., but was requested not to offer any comments about the identity of the student observed or the outcome of the observation. At this time, the observer gave the teacher an Observation Reaction Form (Attachment S-8) to complete and return to the Migrant Evaluator if they wished to comment on the observation.

7) The observers returned the completed observation forms to the Evaluator who then sent the teacher the carbon copy via the school mail.

The data from each completed Early Childhood Observation Form were keypunched and verified at Southwest Educational Development Laboratory. The card file layout used is Attachment S-9. The class assignment list used for the coding purposes is Attachment S-10.

Reliability observations were conducted on December 4, 1980 and January 29, 1981. On both dates, the two observers were in the same classroom and observed the same pre-K student. The intraclass correlation coefficient was used to measure the consistency of the ratings. This correlation assesses judgemental consistency by indicating the relative excess of among-subjects over among-raters variation. Observation totals were compared using program INTRAR of the EDSTAT statistical package at UT. Parameters were as follows:

Number of variable = number of categories of variables
Number of subjects = number of different students observed
Number of data sources = number of observers

In order to obtain interrater reliability coefficients for both December and February, it was necessary to treat each day of observation as two half-days. As a result, reliability coefficients for each of the 33 categories for all four half-days were combined (Figure S-1). Thirty-two of the 33 categories yielded coefficients of 97 or above. In one category no time use was observed. The reliability estimates were considered very acceptable for the purposes of this study.

The data as read from cards are available on UT6634 XXXX OBS81. Using program OB4 on 6634 XXXX, OBS81 was converted to OBTEMP (saved on UT PF 7156 XXXX). SPSS programs CROSSTABS , MULTRESPONSE, and BREAKDOWN were used to analyze the data (OBTEMP). The SPSS control file used is OBSPS on UT PF A611 XXXX.

Results

Evaluation Question D1-5: How did the implementation of the Migrant and Title I Early Childhood Programs compare?

The results from the observations are presented in Figures S-2 through S-16. The two Title I/Migrant split-funded classes are included in the Migrant summary.

Examination of Figures S-2 through S-16 reveals:

- Title I teachers spent more time in instructional activities than did migrant teachers (Figure S-2).
- Migrant teachers conducted less formal instruction than did Title I teachers (Figure S-3).
- Title I students took longer naps than did migrant students, and on the average, spent less time at breakfast than did migrant students (Figure S-4).
- Both groups of teachers used English over 96% of the time in their formal instruction (Figure S-5).
- Migrant teachers used slightly more Spanish and English/Spanish mixed than did Title I teachers in informal learning activities (Figure S-6).
- Over the total instructional time observed, English was the predominant language used with Spanish used slightly more in the Migrant classrooms (Figure S-7).
- In formal instruction, the Title I teachers on the average used large groups more than did the Migrant teachers (Figure S-8).
- In informal learning settings, the most frequent group size used by both groups was 2-4 students (Figure S-9).
- Across all learning activities, the Title I teachers generally used a larger group setting than did the Migrant teachers (Figure S-10).
- During formal instruction, the Title I teachers, on the average, had much more instructional contact with their students than did the Migrant teachers. The Migrant aide generally had more instructional contact with students than did the Title I aide (Figure S-11).

- During informal instructional activities, there were only slight differences among the teachers, with Title I teachers having slightly more pupil contact (Figure S-12).

- Across all learning activities, the Migrant teachers had less student contact than did the Title I teachers. The Title I aides had less student contact than did the Migrant aide. Also, several Migrant classes had a student helper who had 11 minutes of pupil contact on the average (Figure S-13).

- The Title I teachers were much more instructionally involved than were the Migrant teachers. The Migrant aides were somewhat more involved than were the Title I aides (Figure S-14).

- The Migrant teachers were less often responsible for instruction than were the Title I teachers. The Title I aides were less often responsible for instruction than were the Migrant aides. There was no one responsible for instruction slightly more in the Migrant class than in the Title I class (Figure S-15).

- Title I teachers used the AISD curriculum 85% of the time and used the other materials the remainder of the time. Migrant teachers used AISD 48% of the time, the BECP 37% of the time, and other materials 15% of the time (Figure S-16).

These data are very similar to the observation data collected in 1979-80 (see ORE publication No. 79.09, Appendix L). The main differences between this year and last are:

- the use of the AISD curriculum has greatly increased in Migrant classes, while use of the BECP has decreased.

- more English is being spoken in the Migrant classes.

- there is a slight decrease in instructional time in the Title I classes.

The observation data obtained for each Migrant and split-funded class are reported in Figures S-17 through S-22. These data should be interpreted cautiously, since more observations per class would guarantee the data obtained to be truly representative of the average classroom activities.

Category	Reliability
Language	
Silence	1.0000
English	.9994
Spanish	.9965
Mixed	.9729
Undetermined	1.0000
Mean Group Size	.9978
No Instruction	
Other	.9893
Breakfast	.9996
Lunch	1.0000
Nap	1.0000
Snack	.9939
Recess	1.0000
Formal Instruction	
Formal Instruction 1	.9965
Formal Instruction 2	1.0000
Informal Instruction	
Informal Instruction 1	*
Informal Instruction 2	.9987
Instructional Involvement	
Teacher	.9963
Aide	.9865
Student Helper	.9983
Other	1.0000
Instructional Responsibility	
Teacher	.9996
Aide	1.0000
Student Helper	.9987
Other	1.0000
No One	.9998
Adult Contact	
Teacher	.9979
Aide	.9753
Student Helper	.9934
Other	1.0000
No One	.9984
Curriculum	
BECP	.9996
AISD	.9995
Other	1.0000

* No time use was observed in this category.

Figure S-1. INTRACLASS CORRELATION ESTIMATES OF INTERRATER RELIABILITY FOR FOUR HALF-DAYS (FOUR SUBJECTS, TWO OBSERVERS).

Population	No Instruction	Formal Instruction (1 & 2)	Informal Learning (1 & 2)	Total Time
Title I (N = 21)	217 min. (55.8%)	110 min. (28.1%)	63 min. (16.1%)	390 min. (100%)
Migrant/ split-funded (N = 63)	231 min. (59.7%)	96 min. (24.8%)	60 min. (15.5%)	387 min. (100%)

Figure S-2. TIME SPENT IN ALL ACTIVITIES.

Population	Formal Instruction 1	Formal Instruction 2	Informal Learning 1	Informal Learning 2	Total Time
Title I (N = 21)	105 min. (61.2%)	4 min. (2.5%)	12 min. (6.8%)	51 min. (29.6%)	172 min. (100%)
Migrant/ split-funded (N = 63)	92 min. (59.2%)	3 min. (2.0%)	7 min. (4.5%)	53 min. (34.2%)	156 min. (100%)

Figure S-3. TIME SPENT IN INSTRUCTIONAL ACTIVITIES.

Population	Breakfast	Lunch	Nap	Snacks	Recess	Other	Total
Title I (N = 21)	9 min. (4.3%)	31 min. (14.3%)	84 min. (38.8%)	5 min. (2.1%)	22 min. (9.9%)	66 min. (30.5%)	217 min. (100%)
Migrant/ split-funded (N = 63)	21 min. (8.9%)	32 min. (14.0%)	67 min. (29.0%)	6 min. (2.7%)	19 min. (8.2%)	86 min. (37.2%)	231 min. (100%)

Figure S-4. TIME SPENT IN NONINSTRUCTIONAL ACTIVITIES.

Population	English	Spanish	Mixed	Undetermined	Silence	Total
Title I (N = 21)	102 min. (96.9%)	1 min. (1.2%)	1 min. (1.2%)	<1 min. (0.7%)	0 (0%)	105 min. (100%)
Migrant (N = 63)	89 min. (96.2%)	1 min. (1.5%)	2 min. (1.9%)	<1 min. (0.3%)	<1 min. (0%)	92 min. (100%)

Figure S-5. LANGUAGE USED DURING FORMAL INSTRUCTION 1.

Population	English	Spanish	Mixed	Undetermined	Silence	Total
Title I (N = 21)	62 min. (98.9%)	0 (0%)	0 (0%)	<1 min. (0.9%)	<1 min. (0.2%)	63 min. (100%)
Migrant (N = 63)	57 min. (94.8%)	<1 min. (1.3%)	2 min. (2.9%)	<1 min. (0.9%)	<1 min. (0.1%)	60 min. (100%)

Figure S-6. LANGUAGE USED DURING INFORMAL LEARNING ACTIVITIES.

Population	English	Spanish	Mixed	Undetermined	Silence	Total
Title I (N = 21)	164 min. (97.6%)	1 min. (0.8%)	1 min. (0.8%)	1 min. (0.6%)	<1 min. (0.2%)	168 min. (100%)
Migrant (N = 63)	146 min. (96.1%)	2 min. (1.0%)	4 min. (2.3%)	<1 min. (0.5%)	<1 min. (0.1%)	152 min. (100%)

Figure S-7. LANGUAGE USED DURING TOTAL INSTRUCTIONAL TIME OBSERVED.

80.40

Population	1	2	5-7	8-10	11-13	14 or more	Total
Title I (N = 21)	<1 min. (0.1%)	7 min. (7.0%)	21 min. (20.3%)	3 min. (2.8%)	16 min. (15.0%)	58 min. (54.8%)	105 min. (100%)
Migrant (N = 63)	1 min. (1.0%)	10 min. (10.8%)	26 min. (28.1%)	13 min. (14.2%)	13 min. (14.2%)	29 min. (31.9%)	92 min. (100%)

Figure S-8. TIME SPENT IN GROUPS OF VARIOUS SIZES DURING FORMAL INSTRUCTION 1.

Population	1	2-4	5-7	8-10	11-13	14 or more	Total
Title I (N = 21)	5 min. (7.5%)	26 min. (41.8%)	18 min. (29.4%)	3 min. (3.5%)	2 min. (3.0%)	9 min. (14.8%)	63 min. (100%)
Migrant (N = 63)	9 min. (15.3%)	33 min. (54.5%)	6 min. (9.5%)	1 min. (1.5%)	4 min. (7.2%)	7 min. (12.0%)	60 min. (100%)

Figure S-9. TIME SPENT IN GROUPS OF VARIOUS SIZES DURING INFORMAL LEARNING ACTIVITIES.

Population	1	2-4	5-7	8-10	11-13	14 or more	Total
Title I (N = 21)	5 min. (3.1%)	33 min. (19.8%)	40 min. (23.8%)	5 min. (3.0%)	18 min. (10.6%)	67 min. (39.9%)	168 min. (100%)
Migrant (N = 63)	10 min. (6.6%)	43 min. (28.2%)	32 min. (21.1%)	14 min. (9.2%)	17 min. (11.2%)	36 min. (23.7%)	152 min. (100%)

Figure S-10. TIME SPENT IN GROUPS OF VARIOUS SIZES DURING TOTAL INSTRUCTIONAL TIME.

Population	Teacher	Aide	Student Helper	Other	No One
Title I (N = 21)	86 min.	19 min.	0 min.	7 min.	3 min.
Migrant (N = 63)	58 min.	30 min.	8 min.	9 min.	3 min.

Figure S-11. ADULT CONTACT DURING FORMAL INSTRUCTION 1 (MULTI-CODED).

Population	Teacher	Aide	Student Helper	Other	No One
Title I (N = 21)	19 min.	8 min.	0 min.	1 min.	38 min.
Migrant (N = 63)	16 min.	6 min.	3 min.	1 min.	37 min.

Figure S-12. ADULT CONTACT DURING INFORMAL LEARNING ACTIVITIES (MULTI-CODED).

Population	Teacher	Aide	Student Helper	Other	No One
Title I (N = 21)	105 min.	27 min.	0 min.	8 min.	41 min.
Migrant (N = 63)	74 min.	36 min.	11 min.	10 min.	40 min.

Figure S-13. ADULT CONTACT DURING FORMAL INSTRUCTION 1 AND INFORMAL LEARNING ACTIVITIES. (MULTI-CODED).

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Population	Teacher	Aide	Student Helper	Other
Title I (N = 21)	137 min.	64 min.	0 min.	9 min.
Migrant (N= 63)	106 min.	73 min.	31 min.	10 min.

Figure S-14. INSTRUCTIONAL INVOLVEMENT OF ADULTS WITH STUDENTS (MULTI-CODED).

Population	Teacher	Aide	Student Helper	Other	No One
Title I (N = 21)	99 min. (59.1%)	15 min. (8.9%)	0 min. (0%)	9 min. (5.2%)	46 min. (27.3%)
Migrant (N = 63)	63 min. (42.0%)	23 min. (15.5%)	7 min. (4.7%)	9 min. (5.9%)	48 min. (31.9%)

Figure S-15. AMOUNT OF TIME VARIOUS INDIVIDUALS WERE PRIMARILY RESPONSIBLE FOR THE INSTRUCTION.

Population	BECP	AISD	OTHER
Title I (N = 21)	<1 min. (.7%)	69 min. (85.1%)	12 min. (14.2%)
Migrant (N = 63)	27 min. (36.6%)	36 min. (48.3%)	11 min. (15.1%)

Figure S-16. TIME SPENT USING AISD, BECP, AND OTHER CURRICULA.

School	No Instruction	Formal Instruction	Informal Learning	Total Time
45 (N = 7)	255 min. (65.6%)	90 min. (23.1%)	44 min. (11.3%)	389 min. (100%)
46 (N = 7)	233 min. (59.9%)	80 min. (20.5%)	76 min. (19.5%)	388 min. (100%)
47 (N = 7)	192 min. (49.8%)	138 min. (35.7%)	56 min. (14.5%)	386 min. (100%)
48 (N = 7)	242 min. (62.5%)	85 min. (22.0%)	60 min. (15.5%)	389 min. (100%)
49 (N = 7)	234 min. (60.3%)	75 min. (19.2%)	79 min. (20.5%)	388 min. (100%)
50 (N = 7)	243 min. (60.9%)	94 min. (24.5%)	56 min. (14.6%)	386 min. (100%)
51 (N = 7)	233 min. (60.2%)	69 min. (17.8%)	85 min. (22.0%)	387 min. (100%)
52 (N = 7)	221 min. (57.2%)	137 min. (35.4%)	29 min. (7.4%)	387 min. (100%)
53 (N = 7)	230 min. (60.7%)	95 min. (25.1%)	54 min. (14.2%)	379 min. (100%)

Figure S-17. TIME SPENT IN ALL ACTIVITIES IN EACH MIGRANT AND SPLIT-FUNDED CLASS.

School	Formal Instruction 1	Formal Instruction 2	Informal Learning 1	Informal Learning 2	Total Time
45	86 min.	5 min.	13 min.	31 min.	134 min.
(N = 7)	(63.2%)	(3.8%)	(9.9%)	(23.1%)	(100%)
46	80 min.	0 min.	3 min.	73 min.	156 min.
(N = 7)	(51.2%)	(0%)	(1.7%)	(47.1%)	(100%)
47	138 min.	0 min.	3 min.	53 min.	194 min.
(N = 7)	(71.1%)	(0%)	(1.6%)	(27.3%)	(100%)
48	76 min.	9 min.	8 min.	53 min.	146 min.
(N = 7)	(52.4%)	(6.2%)	(5.4%)	(36.0%)	(100%)
49	75 min.	0 min.	5 min.	74 min.	154 min.
(N = 7)	(48.5%)	(0%)	(3.3%)	(48.2%)	(100%)
50	94 min.	0 min.	4 min.	53 min.	150 min.
(N = 7)	(62.5%)	(0%)	(2.5%)	(35.0%)	(100%)
51	69 min.	0 min.	13 min.	72 min.	154 min.
(N = 7)	(44.8%)	(0%)	(8.3%)	(47.0%)	(100%)
52	123 min.	11 min.	13 min.	19 min.	166 min.
(N = 7)	(74.2%)	(6.7%)	(7.7%)	(11.4%)	(100%)
53	92 min.	3 min.	2 min.	52 min.	149 min.
(N = 7)	(61.5%)	(2.3%)	(1.2%)	(35.0%)	(100%)

Figure S-18: TIME SPENT IN INSTRUCTIONAL ACTIVITIES IN EACH MIGRANT AND SPLIT-FUNDED CLASS.

School	Breakfast	Lunch	Nap	Snack	Recess	Other	Total Time
45 (N = 7)	21 min. (8.3%)	34 min. (13.5%)	65 min. (25.5%)	6 min. (2.2%)	16 min. (6.4%)	113 min. (44.1%)	255 min. (100%)
46 (N = 7)	18 min. (7.6%)	28 min. (12.1%)	79 min. (33.9%)	8 min. (3.4%)	22 min. (9.3%)	78 min. (33.7%)	233 min. (100%)
47 (N = 7)	17 min. (8.8%)	33 min. (17.1%)	58 min. (30.0%)	2 min. (0.8%)	4 min. (2.2%)	79 min. (41.1%)	192 min. (100%)
48 (N = 7)	26 min. (10.6%)	32 min. (13.3%)	72 min. (29.5%)	5 min. (2.0%)	22 min. (8.9%)	87 min. (35.7%)	243 min. (100%)
49 (N = 7)	25 min. (10.9%)	35 min. (14.9%)	79 min. (33.9%)	9 min. (4.0%)	23 min. (9.7%)	62 min. (26.7%)	234 min. (100%)
50 (N = 7)	23 min. (9.6%)	34 min. (14.3%)	70 min. (29.9%)	6 min. (2.7%)	19 min. (8.0%)	83 min. (35.4%)	234 min. (100%)
51 (N = 7)	19 min. (8.0%)	28 min. (12.0%)	59 min. (25.3%)	7 min. (2.8%)	34 min. (14.4%)	87 min. (37.4%)	233 min. (100%)
52 (N = 7)	19 min. (8.4%)	32 min. (14.5%)	53 min. (23.9%)	7 min. (3.4%)	18 min. (8.1%)	92 min. (41.7%)	221 min. (100%)
53 (N = 7)	19 min. (8.1%)	34 min. (15.0%)	67 min. (29.2%)	6 min. (2.5%)	14 min. (6.1%)	90 min. (39.2%)	230 min. (100%)

Figure S-19. TIME SPENT IN VARIOUS NONINSTRUCTIONAL ACTIVITIES IN EACH MIGRANT AND SPLIT-FUNDED CLASS.

School	English	Spanish	Mixed	Undetermined	None	Total
45 (N = 7)	124 min. (96.2%)	2 min. (1.8%)	3 min. (2.0%)	0 min. (0%)	0 min. (0%)	129 min. (100%)
46 (N = 7)	153 min. (97.9%)	3 min. (1.8%)	<1 min. (<1.0%)	0 min. (0%)	0 min. (0%)	156 min. (100%)
47 (N = 7)	193 min. (99.6%)	<1 min. (<0.1%)	1 min. (0.3%)	0 min. (0%)	0 min. (0%)	194 min. (100%)
48 (N = 7)	137 min. (99.9%)	<1 min. (1.0%)	0 min. (0%)	0 min. (0%)	0 min. (0%)	137 min. (100%)
49 (N = 7)	154 min. (100%)	0 min. (0%)	0 min. (0%)	0 min. (0%)	0 min. (0%)	154 min. (100%)
50 (N =7)	120 min. (84.1%)	9 min. (6.4%)	10 min. (7.1%)	3 min. (2.4%)	0 min. (0%)	142 min. (100%)
51 (N = 7)	140 min. (90.7%)	2 min. (1.0%)	13 min. (8.3%)	0 min. (0%)	0 min. (0%)	154 min. (100%)
52 (N = 7)	148 min. (96.6%)	2 min. (1.3%)	3 min. (1.7%)	0 min. (0%)	1 min. (0.4%)	152 min. (100%)
53 (N = 7)	138 min. (94.9%)	1 min. (0.7%)	2 min. (1.7%)	4 min. (2.8%)	0 min. (0%)	145 min. (100%)

Figure S-20. LANGUAGE SPOKEN DURING TOTAL INSTRUCTIONAL TIME (FORMAL INSTRUCTION 1 AND INFORMAL LEARNING ACTIVITIES) IN EACH MIGRANT AND SPLIT-FUNDED CLASS.

School	1	2-4	5-7	8-10	11-13	14 or More	Total
45 (N = 7)	5 min. (4.2%)	33 min. (25.8%)	39 min. (30.7%)	1 min. (1.0%)	1 min. (0.9%)	47 min. (37.4%)	126 min. (100%)
46 (N = 7)	9 min. (5.6%)	49 min. (31.4%)	20 min. (13.1%)	20 min. (12.6%)	7 min. (4.6%)	51 min. (32.8%)	155 min. (100%)
47 (N = 7)	10 min. (5.2%)	27 min. (13.8%)	58 min. (29.6%)	33 min. (17.2%)	3 min. (1.5%)	63 min. (32.6%)	194 min. (100%)
48 (N = 7)	9 min. (6.4%)	57 min. (42.5%)	6 min. (4.8%)	2 min. (1.6%)	14 min. (10.4%)	46 min. (34.4%)	135 min. (100%)
49 (N = 7)	15 min. (9.5%)	70 min. (45.7%)	1 min. (0.6%)	2 min. (1.4%)	45 min. (4.2%)	21 min. (1.9%)	154 min. (100%)
50 (N = 7)	9 min. (6.0%)	54 min. (35.9%)	37 min. (24.4%)	2 min. (1.3%)	12 min. (8.2%)	36 min. (24.3%)	150 min. (100%)
51 (N = 7)	8 min. (5.6%)	25 min. (18.1%)	33 min. (23.9%)	2 min. (1.3%)	43 min. (31.3%)	28 min. (19.9%)	139 min. (100%)
52 (N = 7)	8 min. (5.6%)	36 min. (23.9%)	31 min. (21.0%)	51 min. (34.5%)	21 min. (14.4%)	1 min. (0.7%)	149 min. (100%)
53 (N =7)	18 min. (12.1%)	30 min. (20.7%)	44 min. (30.2%)	12 min. (8.0%)	8 min. (5.6%)	34 min. (23.5%)	145 min. (100%)

Figure S-21. TIME SPENT IN GROUPS OF VARIOUS SIZES DURING TOTAL INSTRUCTIONAL TIME (FORMAL INSTRUCTION 1 AND INFORMAL LEARNING ACTIVITIES) IN EACH MIGRANT AND SPLIT-FUNDED CLASS.

School	Teacher	Aide	Student Helper	Other	No One
45	55 min.	22 min.	12 min.	9 min.	31 min.
(N = 7)	(42.7%)	(17.0%)	(9.4%)	6.6%)	(24.2%)
46	52 min.	15 min.	7 min.	8 min.	67 min.
(N = 7)	(35.1%)	(10.0%)	(4.7%)	(5.2%)	(45.0%)
47	87 min.	47 min.	10 min.	5 min.	45 min.
(N = 7)	(44.8%)	(24.2%)	(5.3%)	(2.6%)	(23.0%)
48	52 min.	22 min.	0 min.	15 min.	49 min.
(N = 7)	(37.6%)	(16.2%)	(0%)	(10.6%)	(35.7%)
49	73 min.	3 min.	0 min.	8 min.	70 min.
(N = 7)	(47.2%)	(1.9%)	(0%)	(5.2%)	(45.7%)
50	51 min.	18 min.	13 min.	16 min.	52 min.
(N = 7)	(33.8%)	(12.3%)	(8.5%)	(10.8%)	(34.6%)
51	64 min.	23 min.	0 min.	<1 min.	67 min.
(N = 7)	(41.6%)	(14.9%)	(0%)	(0.2%)	(43.6%)
52	75 min.	40 min.	13 min.	8 min.	15 min.
(N = 7)	(50.0%)	(26.3%)	(8.4%)	(5.5%)	(9.8%)
53	62 min.	21 min.	10 min.	11 min.	37 min.
(N = 7)	(44.1%)	(14.9%)	(6.8%)	(7.7%)	(26.6%)

Figure S-22. AMOUNT OF TIME VARIOUS INDIVIDUALS WERE PRIMARILY RESPONSIBLE FOR THE INSTRUCTION IN EACH MIGRANT AND SPLIT-FUNDED CLASS.

Early Childhood Observation Form 1980-1981

FILE ID: A P Q

OBSERVER NO: __________

OBSERVATION NO: __________

DATE ___/___/___

				Activity			Instruc Involv				Instruc Respon					Adult Contact					Curric		
CARD	TIME	LANGUAGE	GROUP SIZE	NO INSTRUCT	INSTRUCTION	INFORM LEARN	TEACHER	AIDE	STUD HELPER	OTHER	TEACHER	AIDE	STUD HELPER	OTHER	NO ONE	TEACHER	AIDE	STUD HELPER	OTHER	NO ONE	BECP	AISD	OTHER
— —1	:01																						
	:02																						
	:03																						
— —2	:04																						
	:05																						
	:06																						
— —3	:07																						
	:08																						
	:09																						
— —4	:10																						
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— —8	:22																						
	:23																						
	:24																						
— —9	:25																						
	:26																						
	:27																						
— —0	:28																						
	:29																						
	:30																						

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Early Childhood Observation Form **1980-1981**

FILE ID: A P Q

OBSERVER NO:

OBSERVATION NO:

DATE / /

				Activity			Instruc Involv				Instruc Reason					Adult Contact					Curric		
CARD	TIME	LANGUAGE	GROUP SIZE	NO INSTRUCT	INSTRUCTION	INFORM LEARN	TEACHER	AIDE	STUD HELPER	OTHER	TEACHER	AIDE	STUD HELPER	OTHER	NO ONE	TEACHER	AIDE	STUD HELPER	OTHER	NO ONE	BECP	AISD	OTHER
1	:31																						
	:32																						
	:33																						
2	:34																						
	:35																						
	:36																						
3	:37																						
	:38																						
	:39																						
4	:40																						
	:41																						
	:42																						
5	:43																						
	:44																						
	:45																						
6	:46																						
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7	:49																						
	:50																						
	:51																						
8	:52																						
	:53																						
	:54																						
9	:55																						
	:56																						
	:57																						
0	:58																						
	:59																						
	:60																						

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INSTRUCTIONS FOR USING THE EARLY CHILDHOOD OBSERVATION FORM

This observation instrument was developed to provide information for use in comparing Title I and Title I Migrant early childhood program classes. The observations in pre-kindergarten classes are day-long observations of single pre-k students.

Prior to the observation, the observer selects four students at random from the class to be observed. The first student selected is the student to be observed. The other three are backup students. In order to keep the teacher's knowledge of which student is being observed from influencing her behavior toward that child during the day, the observer asks the teacher to identify all four students. The name of the student under observation is not revealed to the teacher until the end of the day.

The information described below is then recorded on a minute-by-minute basis for the school day.

Card Number

The first column on the left indicates the card number on which the information on each three-line section of the observation form will be keypunched. The observer adds the necessary digits required to make the numbers consective from 1 to 130 for the school day.

Language

The predominant spoken language is coded for each minute except during breakfast, lunch, nap, snack and recess. The language coded is not limited to the language spoken by the teacher but is based on the total exnerience of the student during the minute. It is the language heard by the students under observation regardless of whether it is spoken by the teacher, aide, the student under observation, someone else, or a combination of these sources. The following codes are used to record language:

Blank = No language used. Silence.
1 = English was the predominant language.
2 = Spanish was the predominant language.
3 = An equal mixture of English and Spanish was heard.
4 = Undetermined (observer cannot hear).

Group Size

Group size is determined by the number of students involved in an activity with the student under observation. If no other students are involved in an activity with the observed student, group size is recorded as one. Therefore the group size is the number of students involved in the activity, including the student under observation.

Activities

Each minute of the school day is coded as belonging to one of the three following categories:

a. Formal Instruction: Formal instructional activities are those activities in which the student under observation works directly with an adult in a group or alone. The activities in which he or she is engaged are planned and have specific rules or expectations concerning student behavior. The key element is that the student's behavior is directed in some way by an adult.

Formal instructional activities are coded in one or two of the following manners:

1. A "1" is placed in the column under Formal Instruction for each minute the student under observation is engaged in a planned activity occurring under the direction of an adult.

   Formal instruction may occur outside of the regular classroom. For example, formal instructional activities occurring in the library or in other Early Childhood classrooms would be counted. (The observer in this case accompanies the students to the area and records whatever activity is occurring in the same manner as "inside the regular classroom" activities.) The exceptions to this rule are described below.

2. When students go outside the classroom to art, music, and PE, the time spent in these activities is coded with a "2" under Instruction. To record these activities the observer accompanies the student to the site of the class. Once the supervision by the new teacher begins, the observer leaves. A "2" is coded until the PE, music, or art instruction is completed. Regular coding begins again as the students line up and leave the room to go back to the regular classroom. No other information is coded when the students are at art, music, or PE.

b. Informal Learning Opportunities: There are also two classes of informal learning opportunities. Both types occur when the student is engaged in an activity where there is only incidental adult supervision or contact.

A "1" is coded when the student is working on a specific task following directions provided by the teacher. Activities coded under this classification are planned and are directed toward a specific outcome. For example, a student might be asked to create a Christmas scene using the materials provided or to build a house with blocks.

Activities coded with a "2" are those where the students are directed to a center to participate in "free play" activities. In these activities the student is not expected to produce a specific outcome. Examples are building something unspecified with blocks, playing house in the kitchen area, and reading a book. Another sort of activity coded with a "2" would be spontaneous opportunities "seized" by the teacher to make a noninstructional task instructional.

For example, if the teacher is passing out colored objects to students for some noninstructional purpose and she quizzes the students about the colors or remarks about the color each is receiving, then a "2" would be coded to record this spontaneous instructional event.

c. No Instruction: This classification pertains to activities which are not instructional; e.g., washing hands, standing in line, dividing students into groups, etc. Instructions for housekeeping and transition between activities are coded as no instruction. Six numbers are used to code different types of no instruction:

Breakfast = 2
Lunch = 3
Nap = 4
Snacks = 5
Recess = 6
Other = 1

If the student under observation awakens before the others during the nap time and begins doing something instructional, the proper instructional category is coded.

If the student under observation attends an assembly or participates in a planned "reward" activity (films, parties, etc.), the event should normally be coded as no instruction.
If the reward activity becomes an instructional activity, the event should be coded as Informal Instruction 2.

Adult Instructional Involvement

The adults who were "working with children" in an instructional capacity during the minute are recorded in this section of the form. The observer should record any involvement by adults in the class in activities which would be coded as "Formal Instruction" or "Informal Learning Opportunities" above. The adult's involvement does not have to be his/her predominant activity for the minute; i.e., even transitory involvement by an adult would cause the person to be coded. Neither does the involvement need to be with the student under observation. Adult instructional involvement is indicated by writing a "1" under the appropriate heading(s) (Teacher, Aide, Student Helper, and Other) for the minute.

Adult instructional involvement must be verbalized or made highly visible by the adult in charge. An example of verbalized and visible adult instructional involvement would occur if the teacher or aide introduced a new fingerplay to the students (verbal) and if the teacher or aide led the students in the fingerplay without saying another word after the introduction, a "1" would still be placed in the appropriate column under Adult Instructional Involvement.

There are times when adult instructional involvement is left blank during formal instruction. For instance, when children (the student under observation must be included in this group of children) are watching TV and the teacher or aide does not comment on what is being seen, instructional involvement is left blank and instructional responsibility is coded as no one.

Instructional Responsibility

This section of the observation form is used to record the person primarily responsible for the instruction occurring each minute for the child under observation.

Instructional responsibility is not coded during no instruction. While the teacher is ultimately responsible for the educational activities occurring in her classroom, she is not indicated for each minute. What is of importance here is the person taking the immediate responsibility for providing or supervising the instructional activity. The decision of which person to code is determined by who is "in charge" (i.e., who is the instructional leader) during the minute.

An example. The aide is sitting at a table with a group of students watching them work on some instructional activity. Occasionally she makes comments to students about the work they do. The teacher walks by the table and stops for a few minutes to comment on the work being done by the students. How should such a situation be coded? Unless the teacher, during her time at the table, changes the nature of the task or in some other way indicates that she is "taking over" the lesson, the aide would be coded. Only one person is coded under this category for each minute. If the responsibility for the instruction is absolutely equally divided between two persons, then the person appearing first on the form as you move from left to right is coded. In this example, if the teacher joined the group and she and the aide shared equally in the leadership provided to the students, the teacher would be coded.

The observer records instructional responsibility by placing a "1" under one of the following headings:

a. Teacher
b. Aide
c. Student Helper
d. Other
e. No One

Adult Contact

Adult contact is recorded each minute formal instruction or informal learning opportunity is coded. To record adult contact, the observer puts a "1" under the heading for each adult having contact with the student under observation during the minute. The observer should record any adult contact regardless of its instructional content or length of occurrence.

For the purpose of this observation form, any verbal statement addressed to the student under observation or the group to which he belongs or any physical contact between an adult and the student under observation is to be recorded as adult contact. Records or films do not constitute adult contact. If students are watching a film under adult supervision and the adult does not speak to or touch the student under observation, no adult contact is coded. If no adult contact occurs during the minute, "No One" is coded.

Curriculum Source

The information collected on this part of the form documents the amount of time spent in activities from different sources and is not coded during the actual observation. The point of transition into and out of each activity both formal and informal should be clearly marked on the coding sheet. In addition, notes in the notes column should clearly describe each formal or informal activity. At the end of the school day the observer will ask the teacher about the source of each formal activity (informal activities are not coded) so the activities can then be correctly recorded following the definitions given below.

a. BECP: A "1" is placed under this heading for each minute the student spent in an activity taken from the Bilingual Early Childhood Program (BECP) Curriculum. Activities from the BECP are likely to be found only in Title I Migrant early childhood classes.

   This column is also coded if the teacher and students engage in an activity which she developed using ideas from the BECP curriculum.

b. AISD: A "1" is placed under this heading for each minute the student spent in an activity from the curriculum developed for the Title I early childhood classes and are used in Title I Migrant classes as supplementary activities.

   As in the case of coding BECP, this column is also coded if the teacher and students engage in an activity which was developed using ideas or suggestions from the Title I early childhood curriculum.

c. OTHER: This column will not be used during analysis of data gathered with the coding sheets during the 1979-80 school year.

There are two instances during formal instruction when neither BECP or AISD curriculum sources are coded. They are as follows:

a. the teacher developed the activity completely on her own.

b. early childhood (Title I and Migrant) classes merge for a joint activity. All other categories such as instruction, instructional involvement, instructional responsibility and adult contact are coded.

Notes

The notes column on the form is important for recording descriptive information. This information can be useful in interpreting the results with the teacher. The notes column is also important in checking the form for coding errors after the observation has been completed. Each activity should be briefly described in this section.

Considerations and Steps Taken in Determining Observation Days for the Pre-Kindergarten Observations

Considerations:

A. Time frame for the observations was December 1, 1980 through May 1, 1981.

B. Two observers were hired. One could only work Wednesdays and Thursdays. The other could work 2/3 days a week--preferably Tuesday, Wednesday, and Thursday.

C. Since not all classes could be observed on both Monday and Friday, all Mondays and Fridays were excluded from possible observation days.

D. All staff development days (January 16 and March 20) were excluded, as were days before and after holidays. In the case of the Christmas holidays, the last observation was scheduled for two days before the holidays.

E. There were 84 full day observations to be conducted--3 for each of the 7 Title I classes and 7 for each of the 9 Migrant classes (including the two 50% Migrant/50% Title I classes).

F. With all exclusions, there were 56 possible observation days in which to do the 84 observations. One observer could do 37 observations if she worked every Wednesday and Thursday in that time frame. This left 47 observations to be conducted by the second observer on Tuesday, Wednesday, and Thursday.

G. The observations were broken into three relatively equivalent time periods:

	Interval	No. of Weeks	Observations
1)	December 1 → January 30	7 weeks	#1-28
2)	February 1 → March 13	6 weeks	#29-57
3)	March 16 → May 1	6 weeks	#58-84

H. Each observer should observe each Title I class once and each Migrant class 3 to 4 times.

I. During each of the three time intervals, each Title I class should be observed once and each Migrant class at least twice.

J. As much as possible all of teacher X's observations should not always be on Tuesdays, etc.

Steps:

1. A list was numbered from one to 84.

2. Each Title I class was randomly assigned three times to different numbers on the list, one school name per number.

3. Each Migrant class (and the 2 split-funded classes) were randomly assigned seven times to different numbers on the list, one school name per number.

4. The observations were then randomly reassigned to be sure Considerations H, I, and J were met.

Note: Observations were conducted even if a substitute was present. Due to observer sickness, observer car trouble, and a classroom being painted, some observations were reshuffled. Considerations H, I, and J were met.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 18, 1980

TO: Title I and Title I Migrant Pre-K Teachers
Principals with Title I and Title I Migrant Pre-K Teachers

Catherine Christner

FROM: Catherine Christner, Title I Migrant Evaluator

SUBJECT: Pre-K Observations

As in the past, day-long observations will be conducted in Migrant and Title I pre-K classes. This year Title I has its observation resources tied up at the elementary level, so the observations will all be conducted by Title I Migrant. Each Migrant classroom (including Oak Springs and Ridgetop) will be observed seven times and each Title I classroom will be observed three times. The Title I classrooms are being observed as a control/comparison group for the Title I Migrant classrooms.

The observers will be using the same observation form used last year. The things to be observed are described on the attached pages.

The observations will begin in the first week of December. The principal and the teacher will be notified the week that observations are to occur, but not the exact day.

Past experience has shown that classroom observations do not upset the normal classroom activities. The observers have been trained to ensure that this remains true. If you have any questions, please feel free to call me at 458-1227.

Approved: Freda M Holley
Director, Office of Research and Evaluation

Approved: Roberta Hartung
Acting Director, Elementary Education

CC:rrf
Attachment

cc: David Doss
Lee Laws
Oscar Cantú
José Mata
Timy Baranoff

EARLY CHILDHOOD OBSERVATION FORM: DESCRIPTION OF THE CATEGORIES

Language

The predominant spoken language heard by the students regardless of the source (student, teacher, etc.) is coded for each minute except during breakfast, lunch, nap, and recess.

Group Size

Group size is determined by the number of students involved in an activity with the student under observation. If no other students are involved with the observed student, group size is recorded as one.

Activities

Each minute of the school day is coded as belonging to one of the three following categories:

a. No Instruction: This classification pertains to activities which are not instructional; e.g., washing hands, standing in line, dividing students into groups, etc.

b. Formal Instruction: Those activities (usually under adult direction and supervision) which have been planned are coded as formal instruction.

c. Informal Learning Opportunities: Informal learning activity such as building with blocks or looking at a book. This category also includes activities which would normally be coded as "No Instruction" if there is a clear attempt by an adult to make the activity instructional. For example, lining up to go to lunch would be considered an informal learning if the teacher asked the students to group themselves in lining up by the color of their clothing.

Adult Instructional Involvement

The adults who are "working with children" in an instructional capacity anywhere in the classroom during the minute are recorded in this section.

Instructional Responsibility

This section is used to record the person primarily responsible for the instruction occurring each minute for the child under observation.

Adult Contact

Adult contact is coded to show which adults have contact with the student under observation during each minute of formal instruction or informal learning opportunity.

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Curriculum Source

Each minute of formal instruction is attributed to one of three curriculum sources:

a. BECP: An activity taken from the Bilingual Early Childhood Program (BECP) curriculum.

b. AISD: An activity from AISD Early Childhood curriculum.

c. Other: An activity developed by the teacher or taken from a source other than the ones listed above. Adaptations of the AISD or BECP curricula are coded under those headings.

Attachment S-7

80.40

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

TO: Title I and Title I Migrant Pre-K Teachers

Catherine Christner

FROM: Catherine Christner

SUBJECT: Pre-K Observations

Cynthia Agnell and Jane Mack will be conducting the pre-kindergarten observations this year. Mrs. Agnell or Mrs. Mack will be visiting your classroom sometime during the week of:

____

to observe the classroom activities. Following each observation, the observer will share her notes with you, and within the following week, you will get a copy of her notes.

If you have any questions or concerns about the observations, please feel free to call me at 458-1227.

Approved: Freda M. Holley
Director, Office of Research and Evaluation

Approved: Roberta Hartung
Acting Director, Elementary Education

CC:rrf
cc: José Mata
Lee Laws
Oscar Cantú
Principals of Title I Migrant and Title I Pre-K Teachers

80.40

Attachment S-8

Classroom Observation Reaction Form

Austin Independent School District

If you wish to comment on today's observation of your classroom, please respond to these items and/or write any additional comments which would help us improve the observation process.

Circle the most appropriate choice.

A. The observation was conducted at a convenient time.

Completely False 1	Mostly False 2	Partly False Partly True 3	Mostly True 4	Completely True 5

Comments:

B. The classroom situations observed were representative of the normal activities of my class.

Completely False 1	Mostly False 2	Partly False Partly True 3	Mostly True 4	Completely True 5

Comments:

C. The classroom observer did not detract from the classroom activities nor the effectiveness of instructional activities.

Completely False 1	Mostly False 2	Partly False Partly True 3	Mostly True 4	Completely True 5

Comments:

Other comments concerning the observation:

Observation I.D. ______________________________

Please fold, staple, and drop into the district mail. Thanks.

Page 1 of 2

80.40

FILE ID A / P / Q

CARD FILE LAYOUT

LOCATION:

___AISD___

___UT PF___, ___, ___
acct. pass. file name

PROGRAM: Title I Migrant

YEAR: 1980-81

CONTENTS: Pre-Kindergarten Observations - Migrant & Title I

Field	Columns	Description	
A	1 - 3	APQ	
B	4 - 5	Class Assignments by School (See Attached School List)	
C	6 - 6	Observer Number 6 = Jane Mack 7 = Cynthia Agnell	
D	7 - 8	Observation Number	
E	9 - 11	Card Number (Note - there are 130 cards per observation)	
F	12 - 12	Language 0 = No Language 2 = Spanish 4 = Undetermined	
		1 = English 3 = English & Spanish	
G	13 - 14	Group Size (Number Listed)	
H	15 - 15	No Instruction 1 = Other 3 = Lunch 5 = Snack 2 = Breakfast 4 = Nap 6 = Recess	
I	16 - 16	Formal Instruction (1 or 2)	
J	17 - 17	Informal Learning Opportunities (1 or 2)	
K	18 - 18	Teacher (1)	Instructional Involvement
L	19 - 19	Aide (1)	
M	20 - 20	Student Helper (1)	
N	21 - 21	Other (1)	

S-35

Attachment S-9
(Page 1 of 2)

Page 2 of 2

FILE ID A / P / Q

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

___AISD

YEAR: 1979-80

___UT PF_____,_____,__________
acct. pass. file name

80.40

CONTENTS: Pre-Kindergarten Observations--Migrant & Title I

Field	Columns	Description	
O	22 - 22	Teacher (1)	Instructional Responsibility
P	23 - 23	Aide (1)	
Q	24 - 24	Student Helper (1)	
R	25 - 25	Other (1)	
S	26 - 26	No One (1)	
T	27 - 27	Teacher (1)	Adult Contact
U	28 - 28	Aide (1)	
V	29 - 29	Student Helper (1)	
W	30 - 30	Other (1)	
X	31 - 31	No One (1)	
Y	32 - 32	BECP (1)	Curriculum Used
Z	33 - 33	AISD (1)	
AA	34 - 34	Other (1)	
	35 - 57	Repeat pattern of fields F -> AA for the next minute of observation .	
	58 - 80	Repeat pattern of fields F -> AA for the next minute of observation .	

Note - each card contains 3 minutes of observation data.

Attachment S-9
(continued, page 2 of 2)

Attachment S-10

PRE-K SCHOOL LIST - OBSERVATIONS

01 = Brown 1

02 = Brown 2

03 = Maplewood

04 = Norman

05 = Ortega

06 = Rosewood

07 = Sims

TITLE I

08 = Ridgetop

09 = Rosewood

50% TITLE I/50% MIGRANT

10 = Allison

11 = Brooke

12 = Dawson

13 = Metz

14 = Ortega

15 = St. Elmo

16 = Sanchez

MIGRANT

TITLE I MIGRANT

APPENDIX T

MIGRANT STUDENT MASTER FILE

Instrument Description: Migrant Student Master File (MIG 81)

Brief description of the instrument:

The Migrant Student Master File contains the following information on each migrant student in AISD: name, AISD ID number, grade, school code, sex, racial/ethnic background, address, migrant status, registration month and year, eligibility date, birthdate, and termination date. The data are created from information taken from the Migrant Eligibility Forms which are received as migrant students enter the District. The file is updated by use of the District's Student Master File and the Migrant Student Attendance Forms.

To whom was the instrument administered?

All students registered in the Migrant Program.

How many times was the instrument administered?

Each time a new student was registered in the Migrant Program.

When was the instrument administered?

The student was added to the Migrant Student Master File when a copy of his/her eligibility form was received by ORE.

Where was the instrument administered?

The eligibility form itself was completed in the home of the migrant student and signed by his/her parents.

Who administered the instrument?

The migrant community representatives.

What training did the administrators have?

In-service training in registering migrant families.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

The information on the eligibility forms was self-report and sometimes conflicted with the Student Master File or other information. When discrepancies occurred, the information used was generally what was on the Student Master File. The schools were sometimes called to check on enrollment when conflicting information was received on the school location of the migrant student.

Who developed the instrument?

The Eligibility Form was developed by TEA. The Migrant Student Master File format was developed through several Migrant evaluations.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

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MIGRANT STUDENT MASTER FILE

Purpose

The Migrant Student Master File (Mig '81) was created to provide a master list of all eligible migrant students in the District. All data files used in this evaluation were matched with this file. The main purpose of this appendix is to document the development of and use of this file.

Procedure

Mig '81 was created with data in the format in Attachment T-1. The file was created in the summer of 1980 by taking the Mig '80 file and keeping all students who were still eligible for service in 1980-81. The service status was set to 0 (Not Served) for all records. Additional students were added to the file (via the data format in Attachment T-1) when a copy of the student's eligibility form was received. The eligibility form was developed by the National Migrant Office. The form and an explanation of its use and how to complete it are included in Attachment T-2.

Whenever a new eligibility form was received, the data was coded in the file format (in Attachment T-1) and added to Mig '81 which is located at AISD on EV0MIG81. Additions are handled by: for a large number of additions--EV0CSORT 0101 adds and sorts by ID and then EV0TPDUP0101 deletes possible duplicates; for a small number--EV0TPUPD updates and/or adds data to EV0MIG81.

Frequently throughout the year, Mig '81 was checked against the data on the students on the District's Student Master File. Program EV0MGMCH matches. EV0MIG81 against the District file and prints a listing for hand checking. Program EV0MGUPD updates EV0MIG81 from the District file. Also for the first time this year, a one-column field was available for Migrant status on the District Student Master File. Approximately once a month, the Evaluation Programmer would update this field on the District file from Mig '81 using program EV0ASSGN.

Program EV0MGSRT was used to sort the EV0MIG81 file as needed. This program sorts by chosen fields and prints listings either 1 per line (EV0MGSRT0101) or 2 per line (EV0MGSRT0102).

After each of the six six-weeks periods, the service status on Mig '81 was updated from the Migrant Student Attendance Records (see Appendix U). Whenever students were on the attendance file, but not on Mig '81, the Migrant Coordinator or the MSRTS Clerk were contacted to provide copies of eligibility forms for these students. Attachments T-3 and T-4 are examples of the correspondence sent. When only a few forms were lacking, the Evaluator called the MSRTS Clerk.

In addition to providing the main records on eligible migrant students in the District, this file was used to generate a variety of service reports for various District personnel. This included producing address lists, lists by school of currently migratory status students for the Migrant Nurse, free lunch data, projected lists of students' by school for 1981-82, listings of migrant students for the annual Superintendent's Report, etc. Attachments T-5 through T-7 are examples of the correspondence sent relating to these service reports.

The number of students on Mig '81 varied over each of the six six-weeks periods. The figures were: 1364 students--1st six weeks; 1514 students--2nd six weeks; 1565 students--3rd six weeks; 1578 students--4th six weeks; 1628 students--5th six weeks; and 1516 students--6th six weeks. The decrease in the 5th to the 6th six weeks reflects the removal of 112 students who had been listed all year as withdrawn and who had never "shown up" at any school during 1980-81.

Attachment T-1

MIGRANT STUDENT MASTER FILE '80

A	P	J

FILE
(1-3)

SCHOOL CODE
(4-6)

GRADE
(7-8)

NAME (LAST NAME SPACE FIRST NAME)
(9-27)

A. I. S. D. I. D.
(28-34)

SEX
(35)

ETH.
(36)

BIRTH DATE
(37-42)

ADDRESS
(44-62)

ELIG. DATE
(63-68)

TERM. DATE
(69-74)

REGIS. DATE
(75-78)

MIG. STATUS
(79)

SERVICE STATUS
(80)

Identifying and Certifying the Eligibility of Migrant Students

I. The purpose of the Migrant Education Program is to provide supplementary academic and student services for children whose education is, or has been, interupted as a result of the mobility of their lifestyle. Identification of a student who meets the eligibility criteria specified in Public Law 95-561 and subsequent Federal Regulations dated April 3, 1980, qualifies that student to receive special assistance from migrant funded teachers and aides based on the identified needs of each student in addition to the education programs provided by the state of Texas.

In order to "supplement" the program in operation in each school district students may receive assistance in language development, reading, math, and other subject areas as well as health and clothing services. The services a child receives will be supportive of the program he/she is receiving in the classroom. The regular teacher and the migrant teacher and/or aide will work together to help each student learn. If the regular teacher is working on addition in her classroom, the migrant teacher will also be working with addition so that each student will be able to learn what is needed each step of the way. In addition to the instructional and student services made available to eligible migrant students, parents are able to become more involved with and learn more about the school program by participating in parental involvement programs provided by most districts. Each district is also required to implement a Parent Advisory Council whose job it is to assist the school in planning, implementing and evaluating the migrant education program. Migrant parents are encouraged to participate in helping ensure a quality education for their children.

II. Because students often are enrolled in several schools during the year, a way was needed to inform each of the schools in which the student was enrolling what the student was working on when he/she left the district. It was also necessary for each school to know what immunizations and sometimes what health problems a student had in order that the student could receive health services if needed.

In an effort to provide continuity in education and health services for migrant students, the Migrant Student Record Transfer System (MSRTS) was implemented. This is a computer system which enables a school district to send the educational and health records of a student to the central computer base in Little Rock, Arkansas when he/she withdraws from school. When the student enrolls in a different or new school, the new school is able to obtain any educational and health information available so that the student will be able to continue with his/her studies.

III. Before a student can participate in a migrant education program, it must be determined if the student meets the eligibility criteria established by Public Law 95-561 and further defined in Volume 45, No. 66 of the Federal Register dated Thursday, April 3, 1980, section 116d.3.

Program definitions pertinent to identification of eligible students include:

(1) "Agricultural activity" means--

(i) Any activity directly related to the production or processing of crops, dairy products, poultry, or livestock for initial commercial sale or as a principal means of personal subsistence;

(ii) Any activity directly related to the cultivation or harvesting of trees; or

(iii) Any activity directly related to fish farms.

(2) "Currently migratory child" means a child--

(i) Whose parent or guardian is a migratory agricultural worker or a migratory fisher; and

(ii) Who has moved within the past 12 months from one school district to another--or, in a State that is comprised of a single school district, has moved from one school administrative area to another--to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity. This definition includes a child who has been eligible to be served under the requirements in the preceeding sentence, and who, without the parent or guardian, has continued to migrate annually to enable him or her to secure temporary or seasonal employment in an agricultural or fishing activity.

(3) "Fishing activity" means any activity directly related to the catching or processing of fish of shellfish for initial commercial sale or as a principal means of personal subsistence.

(4)(i) "Formerly migratory child" means a child who--

- (A) Was eligible to be counted and served as a currently migratory child within the past five years, but is not now a currently migratory child;
- (B) Lives in an area served by a migrant education project; and
- (C) Has the concurrence of his or her parent or guardian to continue to be considered a migratory child.

(ii) There is a total of six years of program eligibility--a one year status as a "currently migratory child" and up to five additional years as a "formerly migratory child."

(5) "Guardian" means--

(i) A person who has been appointed to be the legal guardian of a child through formal proceedings in accordance with State law; or

(ii) A person who an SEA determines would be appointed to be the legal guardian of a child under the law of the child's domiciliary State if formal guardianship proceedings were undertaken; or

(iii) A person standing in the place of a parent to a child.

(6) "Migratory agricultural worker" means a person who has moved within the past 12 months from one school district to another--or, in a State that is comprised of a single school district, from one school administrative area to another--to enable him or her to obtain temporary or seasonal employment in an agricultural activity.

(7) "Migratory fisher" means a person who has moved within the past 12 months from one school district to another--or in a State that is comprised of a single school district, from one school administrative area to another--to enable him or her to obtain temporary or seasonal employment in a fishing activity.

IV. As you will note, the Certificate of Eligibility has been revised to provide more definitive information in determining student eligibility and has been divided into two distinct sections, Section A and Section B.

Section A must be completed each year for all currently migrant students (Status 1, 2, 4, and 5). Part A must also be completed for newly identified formerly migratory students (Status 3 and 6) only if the student(s) has never been identified previously.

Section B is to be completed for newly identified students only no matter the status (1, 2, 3, 4, 5, 6). It will be necessary to obtain the information contained in Part B only one time for each student identified. Certain information (Items 9-17) may be updated as the occasion requires.

It is extremely important that the information be accurate on the Certificate of Eligibility since the original white copy of the form is a legal document and must be retained by the district, or in the case of Cooperatives, by the fiscal agent, as part of the documentation needed during an audit and/or monitoring of the program by state or federal monitors.

Once the information has been completed, the pink copy of the document must be given to the parent or guardian who provided the information and whose signature is on the form.

The second, or yellow copy, of the form is to be sent to the terminal site for newly identified students only. Both sections, A and B, must be completed in this instance.

A copy of the Certificate of Eligibility and an explanation of each of the data elements follows.

ction A

Enter the name of the school district.

Enter the student number and mnemonic from the student's latest academic record.

Enter the name of the campus on which this student is enrolled or would be enrolled.

Enter the campus I.D., a four letter code.

Circle the status of the student only after obtaining the information for items 9, 10, 11, 12, 13, 14, and 15.

Status 1: interstate (out-of-state) agricultural activity
Status 2: intrastate (in-state) agricultural activity
Status 3: formerly migrant agricultural activity
Status 4: interstate (out-of-state) fishing activity
Status 5: intrastate (in-state) fishing activity
Status 6: formerly migrant fishing activity

Enter the grade in which this student is or would be enrolled.

Enter the date of school enrollment (if applicable).

Record the student's first name, middle initial, and last name. If the student has a nickname, please put it in parenthesis above the student's first name.

Circle appropriate identifier. If a child traveled out of state, the word "state" should be circled. If a child is traveling from a district here in Texas, the word "school district" should be circled.

Record the date the student traveled across state or school district boundaries.

ms 11 and 12 define a student's eligibility in terms of inter and intrastate criteria.

Record the city and state from which the student traveled on the date indicated in item 10. This is the student's last or latest move. In many instances this will be the student's homebase.

Record the city and state moved to on the date indicated in item 10.

Record the name of the person or persons who were seeking temporary or seasonal employment.

Circle the descriptor which identifies the relationship of the worker to the student.

Examples: If the child is circled, the student's own name would be recorded.

If the child and the child's parent or guardian were both circled, only the name of the parent or guardian would be recorded.

If the child and a member of the child's immediate family were both circled, only the name of the family member would be recorded.

If the child's parent or guardian is circled, the child's parent or guardian's name would be recorded.

If a member of the child's immediate family is circled, then the name of that family member should be recorded.

15. Identify the type of employment (tomato harvest/citrus harvest/shrimping/picking cotton/cherry picking, etc.).

16. Circle the appropriate identifier.

17. Record the date of arrival in this state or district. This date is extremely important since:

    - this is the date on which the student will begin generating funds for the state; and

    - this is the date utilized to determine the period of years of eligibility this student has in the event his/her family ceases to migrate.

    Example: Juan Tamez and his parents left homebase on April 14, 1979 enroute to New York state to pick onions. They returned to homebase on October 1, 1980. Juan and his parents did not migrate between October 1, 1980, and October 1, 1981, therefore Juan assumed formerly migrant status on October 1, 1981. His eligibility will terminate on October 1, 1986.

18. Record the city and state from which the student is arriving.

19. The name of the person obtaining this information is to be recorded.

20. The signature of the person supplying this information must be affixed.

21. The date the signature was obtained should be recorded.

22. Check the appropriate space to indicate the language used to explain the purpose of the Migrant Education Program, Migrant Student Record Transfer System, and this document.

23. The relationship of the person supplying this information should be recorded.

Section B -- Newly identified students or Updating information

1-3. Record the student's last name, first name and middle initial. If the student has a nickname enter it in parenthesis above the student's first name.

4. Indicate the sex of the student by placing an X in the appropriate box.

5. Enter the birthdate of the student.

6. Enter the name of the student's father and mother. Include last names only if different from that of the student.

7. Indicate the method used to verify the student's birthdate.

8. Enter the birthplace of the student. If the student was born outside the U.S., enter the city and country of birth.

9. Enter the name of the student's homebase city and state (hometown).

10. Enter the grade in which the student is or will be enrolled in this district.

11. Circle the number which identifies the status of the student. (Refer to Section A, item 5).

12. Enter the student's current address. Include the street name and number or a geographic identifier if a street address is not available.

    Examples: 1/4 mile west of Peyton Gin; 4 miles east on Rabb Road, then 1/2 mile north on Wiley; 2 miles south on FM 1608.

13. Enter the date the student arrived in the state/school district. (Refer to Section A, item 17).

14. Enter the date the student enrolled in this school (Refer to Section A, item 7).

15. Enter the name of the student's guardian if applicable.

16. For Status 3 or 6 students only, enter the date when the student's eligibility will terminate. This date is determined by adding 5 years to the date that a student ceases to migrate or by adding 6 years to the date of the student's last qualifying move.

    Example: Jose Campos and his parents moved into school district X on June 1, 1979, in order for his father to obtain temporary employment in the tomato harvest. After the harvest was over, his father became an employee of a local service station. Jose was still in the district on June 1, 1980. Because his family did not migrate during the 12 months between June 1, 1979, and June 1, 1980, Jose became classified as a "settled out" or formerly migrant student.

    Jose's eligibility termination date can be figured in two ways. By adding 6 years to Jose's last migratory movement date (June 1, 1979) his eligibility will terminate June 1, 1985. Or, by adding 5 years to the date Jose's family had been in the district for 12 months (June 1, 1980) his eligibility will still terminate June 1, 1985.

17. For Status 1, 2, 4 or 5 students only, enter the name and code number of the migrant education program in which the student will be enrolled in this district.

V. As in the past, the Certificate of Eligibility has been printed on three part carbonless paper.

Once the Certificate of Eligibility has been completed, the pink copy of the certificate must be given to the person who provided the information and whose signature is on the form.

The original copy must be retained by the district or fiscal administrative agent as part of the auditable files.

Please note: The yellow copy of the Certificate of Eligibility will be sent forward to the terminal site for newly identified students only. The procedure which follows should be implemented.

A. Students who are returning to the district who were enrolled in the district during the year prior to the current year.

1. Complete Section A of the Certificate of Eligibility.

2. Enter the student in MSRTS by updating the student's most current Academic Record which the district received when the student withdrew the prior year. Record, using red ink, the information needed to update previous information.

   Items which will require updating upon enrollment include:

   - Arrival date in state/school district (Section A, item 7)
   - Campus assignment and grade level if changed (Section A, items 3, 4, and 5)
   - Date of school enrollment (Section A, item 7)
   - The name and code number of the migrant education program in which the student will be participating

   Items which may need to be updated if a change has occurred.

   - change in Parent name (Section B, item 6)
   - change in guardian name (Section B, item 15)
   - change in address (Section B, item 12)

B. Newly identified migrant students (students not previously identified as eligible or students new to the district).

1. Complete Section A of the Certificate of Eligibility.

2. Complete Section B utilizing information obtained for district records (AGR cards, etc.).

3. Complete the logging sheet (see Standardized Procedures for LEAs).

4. Send the yellow copy of the eligibility form forward to the terminal site for transmittal.

SECTION A 80.40

Attachment T-2
(continued, page 8 of 8)

(1) EL Paso ISD
(Name of School District)

(2) ____________________
(Student I.D., Number Mnemonic)

(3) Alaniz Elem (4) ________
(Campus) (Campus I.D.)

(5) Migrant Status: [✓ 1] 2 3 4 5 6
(Circle)

TEXAS EDUCATION AGENCY
Division of Migrant Education
Certificate of Eligibility
School Year 78-79

(6) 3 (7) 10-3-78
(Grade) (School Enrollment Date)

This is to certify that (8) Ramiro Barrios Saucedo (Miro) last traveled across (9) [[✓ State]/School District] boundaries on (10) 05-30-78
(Name of Student) (Circle) (Mo/Day/Yr)

from (11) EL PASO, TX to (12) Sunnyside, Washington to enable (13) Tiburcio Saucedo
(City/State—last move) (City/State—Destination) (Name of Worker)

(14) [the child/[✓ the child's parent]/or guardian/or a member of the child's immediate family] to obtain temporary or seasonal employment in
(Circle)

(15) Tomato Picking. The above named student arrived in this (16) [[✓ State]/School District] on (17) 9-1-78
(Type of Work) (Circle) (Mo/Day/Yr)

from (18) Sunnyside, Washington
(City/State)

The purpose of the Migrant Education Program and the Migrant Student Record Transfer System has been explained to me. It is understood that school and health records will be transferred to other school districts in which a student is enrolled and that these records will be made available to me upon request. I understand that in order for a child to be eligible for the migrant education program, the parent or guardian of the child must be, or must have been, a migratory agricultural worker or a migratory fisher.

(19) ____________________ (20) ____________________ (21) ________
(Signature of person obtaining the information on this form.) (Signature of Parent or Guardian) (Date)

(22) Language used to explain the contents of this document (23) ____________________
(Relationship)

___ Spanish ___ English ___ Other (Specify)

SECTION B This section is to be completed for newly identified students or to update information for previously identified students.

(1) ____________ (2) ____________ (3) ________ (4) Male ☐ Female ☐ (5) Birthdate: ____________
(Last Name) (First Name) (Middle I.) (Mo/Day/Yr)

(6) Parent Information ____________________
(Name of Father)

____
(Name of Mother)

(7) Verification
☐ Birth Certificate
☐ Document
☐ None
☐ Other

(8) Birthplace: ____________________
(City/County-Country/State)

(9) Homebase: ________ / ________
(City and State)

(10) Grade ________

(11) Migrant Status: 1 2 3 4 5 6
(Circle)

(12) Current Address: ____________________
(Street Address and Number)

____________________ ____________
(City/State/Zip Code) (Telephone No.)

No Box
geographic
identification
if No Box

(13) State/School ___
Arrival Date: ____________
(Mo/Day/Yr)

(14) School Enrollment Date: ____________
(Mo/Day/Yr)

(15) Guardian Information: ____________________
(Male)

____
(Female)

(16) Eligibility Termination Date: ____________
(Status 3 or 6 only) (Mo/Day/Yr)

(17) Special Program ____________ ________ } Migrant only
(Status 1, 2, 4, 5) only (Name) (Code)

White—LEA or Fiscal Agent Audit File
Yellow—Terminal Operator (for newly identified students only)
Pink—Parent or Guardian

ADM-080R81

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

January 12, 1981

TO: José Mata

FROM: Catherine Christner

SUBJECT: Eligibility Forms

There are a number of students listed on the 2nd six weeks attendance forms (as being seen by a Migrant teacher) for whom we do not have an eligibility form. See the attached list.

Please send copies of their eligibility forms to me. Thank you.

Approved: Freda M Holley
Director, Office of Research and Evaluation

CC:rrf
Attachment

cc: Lee Laws
Oscar Cantu

Attachment T-3
(continued, page 2 of 2)

STUDENTS ON SECOND SIX WEEKS ATTENDANCE WITHOUT ELIGIBILITY FORMS AT ORE

School	Grade	Name	ID
003	9	Liza Jaramillo	3935603
009	9	Irene Serrato	7293501
043	7	Victor Reyes	6621404
047	7	Frances Perez	6133403
047	8	Arlene DeLaRosa	1949971
101	PK	Valarie Ann Perez	6144881
101	PK	Lisa Marie Sanchez	7057442
104	K	Jennifer Godinez	2848151
104	K	Raunel Jaimes	3916522
104	1	Irene Jaimes	3916521
104	2	Christopher Garza	2736971
108	PK	Sylvia Aguilar	0047192
108	PK	Thomas Maldonado	4832101
108	PK	Monica Ramirez	6459952
108	K	Charlie Arrellano	0283979
108	K	Maribel Romero	?
108	4	Jennifer Rodriguez	6842207
108	5	Isabel Rodriguez	6842205
114	PK	Eddie Garcia	?
114	PK	Christine Guevara	3090531
114	PK	Carletta Satterwhite	7105101
114	3	Melissa Castillo	1308101
114	5	Javier Martinez	?
116	K	Diane DeLaRosa	1949972
116	1	Annabelle Ramos	6482554
116	1	Donny Sepulveda	7288373
116	3	Laura Ramos	6482552
127	PK	Timothy R. Smith	?
127	PK	Demetrio Zambrano	?
133	PK	Noel Edwards	2203401
133	PK	Yvonne Leal	4516443
142	3	Torres Frank	8062555

AUSTIN INDEPENDENT SCHOOL-DISTRICT
Office of Research and Evaluation

February 6, 1981

TO: José Mata and Lynda Schlimper

FROM: Catherine Christner Catherine

SUBJECT: Copies of Eligibility Forms

I need copies of eligibility forms for the following:

Name	I. D.	School	Grade	Address
Gonzales, Martin	2909001	McCallum	12	1105 Brass
Bell, Charlene	0571804	Travis	9	2213 Wirtz, Apt. C
Bell, Darlene	0571802	Travis	12	2213 Wirtz, Apt. C
Alvarez, David	0519607	Anderson	9	?
Salazar, Richard	7020103	Burnet	7	1119 Gunter
Rodriguez, Jess	6836751	Martin	8	2900 Castro
Green, Kendra	2999522	Allison	1	6311 El Mirando
Garcia, Sandra	2681901	Allison	2	4419 S. Congress
Jones, Jeannette	4097251	Becker	1	2213C Wirtz
Rivera, Mario	6721031	Becker	1	1201 S. Congress #4
Vellejo, Gregory	8213791	Casis	2	210 Pedernales
Ramirez, Sandra	6458354	Dawson	4	504 Powell Circle
Ramirez, Melissa	6458353	"	6	504 Powell Circle
Castro, Alejandro	1328261	Govalle	1	1111 Richardine
Arriaga, Daniel	0284752	"	3	1111 Richardine
Hernandez, Sarah	3464651	"	3	1110 S. Meadows
Mancillas, Clauda	4846551	"	3	1126 Gunter
Silguero, Jimmy	7398852	Ortega	6	1303 Harvey
Sandoval, Suzanne	7090702	Sanchez	2	1217 Taylor
Rodriguez, Kevin R.	6855402	Barrington	4	2109 Haskell
Rodriguez, Kevin	6855401	"	6	" "
(Theresa M. ?)				
Flores, Martin	2472821	Cook	4	4710 Gonzales

Thanks.

Approved: Freda M Holley
Director, Office of Research and Evaluation

cc: Lee Laws
Oscar Cantú

CC:rrf

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 25, 1981

TO: José Mata

FROM: Catherine Christner

SUBJECT: Printout of Migrant Students on Free or Reduced Lunch

Enclosed is the printout of migrant students on the free or reduced lunch program. Call me if you have questions.

Approved: ______________________________
Director, Office of Research and Evaluation

CC:rrf
Enclosure

cc: Lee Laws
Oscar Cantú

Attachment T-6

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 1, 1981

TO: José Mata

FROM: Catherine Christner

SUBJECT: Printouts of Projections of Locations of Migrant Students in 1981-82

Enclosed are two printouts of the projected locations of currently identified migrant students for 1981-82. Both include the projections for this year's prekindergarten students. The first printout is one of the students grouped by their projected locations in 1981-82. The second is one of the students grouped by their current schools.

We hope these printouts are helpful in your planning for next year.

Approved: Freda M Holley
Director, Office of Research and Evaluation

CC:rrf
Enclosures

cc: Lee Laws
Oscar Cantú

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 7, 1981

To: James Gandy, Pupil Accounting

Catherine Christner

From: Catherine Christner, Migrant Evaluator

Subject: Migrant Students by Grade

Jose Mata indicated you needed a listing of AISD migrant students by grade level for the Superintendent's Report. Enclosed is a printout listing what you requested. Also we have included a listing of the withdrawn migrant students who (at the date of the printout) are no longer in AISD, but who were enrolled at some point during 1980-81.

Please call me if you have any questions.

CC:lg
Enclosure

APPROVED: Freda M Holley
Director, Office of Research and Evaluation

cc: José Mata
Oscar Cantú
Lee Laws

80.40

TITLE I MIGRANT

APPENDIX U

MIGRANT STUDENT ATTENDANCE RECORD

Instrument Description: Migrant Student Attendance Record

Brief description of the instrument:

The Migrant Student Attendance Record was printed for each of the six six-weeks periods. The following data were entered for each migrant student served: school, teacher, student name, AISD student ID, grade, ethnicity, type of instruction, parent participation, and attendance during each day of the six-weeks period.

To whom was the instrument administered?

The attendance records were completed by the Migrant teachers on each student they served during each six weeks. This attendance record only reflected service by the Migrant teachers - not schoolwide daily attendance of these students.

How many times was the instrument administered?

Daily from August 27, 1980 through May 28, 1981.

When was the instrument administered?

Daily on school days.

Where was the instrument administered?

In a location of the teacher's choice.

Who administered the instrument?

The Migrant teachers completed the forms.

What training did the administrators have?

Written instructions were provided.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The instrument was developed and modified by the Title I Migrant Evaluators, present and past.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

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MIGRANT STUDENT ATTENDANCE RECORD

Purpose

The Migrant Student Attendance Record was completed by the Migrant teachers in order to obtain information relevant to the following decision and evaluation questions:

Decision Question D1. Should the Pre-K Instructional Component be continued as it is, modified, or deleted?

Evaluation Question D1-3: How many pre-K students did Migrant teachers serve?

a) What number and percent of eligible pre-K students received services from a Migrant teacher?

b) What was the average number of pre-K students seen daily by a Migrant teacher during a six-weeks period?

c) What was the average number of pre-K students served by a Migrant teacher during a six-weeks period?

d) What was the average number of days of instruction received by pre-K students during a six-weeks period?

Decision Question D2: Should the K-12 Instructional Component (Communication Skills) be continued as it is, modified, or deleted?

Evaluation Question D2-2: How many grade K-12 migrant students did Migrant teachers serve?

a) What number and percent of eligible K-12 students received services from a Migrant teacher?

b) What was the average number of K-12 students seen daily by a Migrant teacher during a six-weeks period?

c) What was the average number of K-12 students served by a Migrant teacher during a six-weeks period?

d) What was the average number of days of instruction received by K-12 students during a six-weeks period?

Information Need I10: How many migrant students (total) participated in instructional components funded by Title I Migrant during 1980-81?

Information Need I14: How many students (by grade and by ethnicity) were involved in each instructional component?

Procedure

Attendance data for students served by Migrant Teachers were collected using the Migrant Student Attendance Record (Attachment U-1). At the beginning of the school year the Migrant teachers were sent an introductory memo (Attachment U-2) concerning the instrument, a set of instructions (Attachment U-3), and a sufficient number of attendance records to list the information requested on each student they served. New attendance records were sent to the Migrant teachers shortly before the beginning of each six-weeks period along with a reminder (Attachment U-4) to send in the completed attendance forms from the preceding six weeks.

When the completed forms were returned to ORE, the number of days each student received instructional services was tallied by the Migrant Evaluation Secretary. The attendance records were then keypunched and verified according to the card file layout in Attachment U-5.

The attendance data are stored at AISD and were also analyzed here. The attendance data for each six weeks are stored on EV0ATND #, with # indicating the number of the six-weeks period. EV0CSORT0102 is a program which sorts by ID and alphabetic characters. The data are then hand checked for obvious errors. Program EV0ATND# by school, by grade, and alpha and then prints a listing with average days served computed at each grade level break and each school break. Data are then hand checked for obvious errors. EV0ATMCH0103 matches and prints a listing for checking purposes. EV0ATMCH0101 matches IDs from EV0ATND# and EV0MIG81 (see Appendix T) and updates the service status. EV0ATMCH0102 merges EV0ATND# and EV0MIG81, then reformats data to 80 columns, and the reformatted data are saved on disk as EV0MRGAL0101. Data are again handchecked for error. Program EV0ALSRT0101 sorts EV0MRGAL by school, by grade, alpha and then calculates averages at each grade break, each school break, and gives total averages. EV0TOTYPE copies EV0MRGAL0101 to tape under EV0MRGAL (job card is EV01st6W, etc.).

Following the analysis of the attendance data each six weeks, a summary of the findings and individual school reports were sent to the Migrant teachers, their principals, and the program staff. Attachments U-6 through U-9 are examples of data sent for the fourth six weeks.

Results

Evaluation Questions D1-3: How many pre-K students did Migrant teachers serve?

a) What number and percent of eligible pre-K students received services from a Migrant teacher?

A total of 141 eligible migrant pre-K students were served in 1980-81. The percent of eligible students being seen each six weeks ranged from 88% to 93%. The number of students served is up from the 135 served in 1979-80.

b) What was the average number of pre-K students seen daily by a Migrant teacher during a six-weeks period?

Across the six-weeks periods the average daily attendance was 14 students, a slight increase from the 13 students seen in 1979-80.

c) What was the average number of pre-K students served by a Migrant teacher during a six-weeks period?

The average number of students served was 131. This is an increase from the 1979-80 figure of 125 students.

It should be noted the class sizes varied between 12 and 20 students per class.

d) What was the average number of days of instruction received by pre-K students during a six-weeks period?

The average number of days served was 24. This is the same figure reported for 1979-80.

Evaluation Question D2-2: How many grade K-12 Migrant students did Migrant teachers serve?

a) What number and percentage of eligible K-12 students received services from a Migrant teacher?

In Figure U-1 are listed the numbers of students served by a Migrant teacher by each grade level. The total served in grades K-12 was 517. This is considerably less than the 546 seen in 1979-80.

There are considerable disparities in the number of eligible migrant students who were served at each level: 63-77% of the eligible K-6 students; 78-87% of the eligible junior high students; and 33-37% of the eligible senior high students. All figures are lower (especially at the senior high level) than those percentages in 1979-80: 89% at the K-5 level; 63% at the 6th grade level; 89% at the junior high level; and 66% at the senior high level.

b) What was the average number of K-12 students seen daily by a Migrant teacher during a six-weeks period?

K-6

The average daily attendance was 22 students per teacher, the same as the 22 students seen per day average by K-5 teachers in 1979-80.

7-8

The average daily attendance was 18 students per teacher, a definite increase from the 13 per day average for 1979-80.

9-12

The average daily attendance was 16 students per teacher, which is down slightly from the 1979-80 figure of 17.

c) What was the average number of K-12 students served by a Migrant teacher during a six-weeks period?

K-6

The average number of students served was 246. This is slightly greater than the 241 students served in 1979-80.

There was a considerable disparity between the number of students served by different teachers. This figure varied from 22 to 47 students.

7-8

The average number of junior high students seen was 77. This is slightly less than the 81 junior high students served in 1979-80.

9-12

An average of 75 senior high students was served. This is an increase over the 66 served in 1979-80.

As at the other levels, at the secondary level, there was great disparity in the number of students served by each teacher. The loads varied between 12 and 30 students.

d) What was the average number of days of instruction received by K-12 students during a six-weeks period?

K-6

Nineteen days was the average number of days K-6 students were served. This is a good increase from the 14 days received by K-5 students in 1979-80. The 6th grade students in 1979-80 received 22 days per six-weeks period on the average.

7-8

The junior high students on the average were served 19 days. This is a 5 day increase over the 14 days for 1979-80.

9-12

The 9th-12th graders received an average of 22 days of instruction per six weeks. This is the same (22) as was received in 1979-80.

Miscellaneous

Attachments U-10 through U-15 are summary data charts for each six-weeks periods in 1980-81. They contain the data used to complete the figures mentioned heretofore for 1980-81.

Figure U-1 contains the figures for the total numbers of days seen by students at each grade level. The numbers confirm the relative stability of the population in that 55.6% of the students are seen 91 or more days. The numbers are quite different across levels, however. The pre-K are the most stable of the group, with the elementary grades next. In comparison with 1979-80 figures, the figures at the secondary level have remained somewhat the same, but the elementary students in 1979-80 were generally less stable in terms of service than they were in 1980-81. In other words, in 1980-81, the teachers were generally seeing more of the same students all year, whereas in 1979-80, they were seeing more different students for shorter periods of time.

Information Need I10: How many migrant students (total) participated in instructional components funded by Title I Migrant during 1980-81?

During the 1980-81 school year, 658 students were seen by a Migrant teacher.

Information Need I14: How many students (by grade and by ethnicity) were involved in each instructional component?

In Figure U-2 are listed the students served by each grade (and level) broken down by ethnicity. At the pre-K level 92.2% of the students were Hispanic. At the K-12 level, 93.8% of the students served were Hispanic.

Grade	American Indian	Black	Asian	Hispanic	Anglo	Total
Pre-K	1	5	0	130	5	141
K	1	1	0	53	2	57
1	0	2	0	49	0	51
2	0	0	0	44	1	45
3	0	1	1	50	1	53
4	0	1	0	30	1	32
5	0	0	0	25	0	25
6	0	1	1	29	0	31
Elem.	1	6	2	280	5	294
7	0	2	0	39	1	42
8	0	2	1	47	1	51
Jr. High	0	4	1	86	2	93
9	0	3	0	55	3	61
10	0	0	0	32	1	33
11	0	2	0	29	0	31
12	0	2	0	3	0	5
Sr. High	0	7	0	119	4	130
Total	2	22	3	615	16	658

Figure U-2. NUMBER OF STUDENTS SERVED BY A MIGRANT TEACHER DURING 1980-81 BY GRADE AND ETHNICITY.

80.40

Ⓔ INSTRUCTION CODE:
1 = STUDENT LEAVES REGULAR CLASS (LAB OR RESOURCE ROOM)
2 = MIGRANT TEACHER ENTERS REGULAR CLASSROOM (TEAMING)
3 = STUDENT REGISTERED FOR SPECIAL MIGRANT CLASS
4 = OTHER (SPECIFY) ____________________

Ⓕ ATTENDANCE CODE:
X = STUDENT DOES NOT RECEIVE SERVICES
✓ = STUDENT RECEIVES SERVICES

Ⓖ PARENTAL PARTICIPATION:
0 = NO PARENTAL PARTICIPATION
1 = PARENTAL PARTICIPATION

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

SCHOOL: ____________________

TEACHER: ____________________

MIGRANT STUDENT ATTENDANCE RECORD

Ⓐ STUDENT NAME	Ⓑ AISD NUMBER	Ⓒ GRADE	Ⓓ ETHNICITY	Ⓔ INSTRUCTION	Ⓕ ATTENDANCE																															Ⓖ PARENT PARTICIPATION	FOR ORE USE			
																																					X	✓	1	2

U-10

Attachment U-1

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Attachment U-2

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

September 8, 1980

TO: Title I Migrant Teachers

FROM: Catherine A. Christner, Title I Migrant Evaluator
Catherine Christner

SUBJECT: Attendance Forms for 1980-81

Accompanying this memo are the Migrant attendance forms for the first six-weeks accounting period and the directions for completing the forms. The forms and the directions are basically the same as they were for 1979-80. Please follow the instructions and fill in the form daily through the end of the attendance period. The yellow copy of the form is for your records. Please send me the white copy through the school mail at the following address:

Catherine Christner
O. R. E.
Administration Bldg., Box 79

During the last week of each six-weeks period you will receive from me: a reminder to send in the forms at the end of the week and a set of new forms for the following six-weeks period. The following six-weeks periods will be used in completing the forms:

First six-weeks: August 27, 1980 - October 3, 1980
Second six-weeks: October 6, 1980 - November 14, 1980
Third six-weeks: November 17, 1980 - January 14, 1981
Fourth six-weeks: January 15, 1981 - February 27, 1981
Fifth six-weeks: March 2, 1981 - April 10, 1981
Sixth six-weeks: April 20, 1981 - May 28, 1981

I am planning on visiting each migrant teacher sometime later in the fall. In addition to meeting each of you personally, I am very interested to learn about your working conditions (e.g., materials and facilities). I will call you in a few weeks to arrange a time convenient to your schedule.

If you have any questions or concerns about the attendance forms or any other evaluation issue, please feel free to call me at 458-1227.

Approved: Freda M. Holley
Director, Office of Research and Evaluation

Approved: Roberta Hartung
Acting Director, Elementary Education

Approved: Lawrence Buford
Director, Secondary Education

CC:rrf
Attachments
cc: Lee Laws - Oscar Cantú - José Mata - Principals of Schools with Migrant Teachers

Attachment U-3
(Page 1 of 2)

MIGRANT STUDENT ATTENDANCE FORM

Complete the Migrant Student Attendance Form daily by following the directions below. Include on the form each student you have seen during the six-weeks period.

A. NAME — Each student's name should be listed as it appears on the MSRTS blue form. Do not use nicknames.

B. AISD NUMBER — This is the school district's student identification number. It can be found in the student's cumulative folder.

C. GRADE — This is the student's current grade placement.

D. ETHNICITY — Use the following code to record the student's ethnicity.

1 = American Indian: A person having origins in any of the original peoples of North America.

3 = Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Phillipine Islands, and Samoa.

2 = Black, not of Hispanic Origin: A person having origins in any of the black racial groups.

4 = Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South America, or other Spanish Culture or origin, regardless of race.

5 = White, not of Hispanic Origin: A person having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent.

E. INSTRUCTION — The box under this heading is used to record the conditions under which each student receives instruction from the Migrant teacher. Use the following code to record the condition of instruction for each student you teach.

1 = Student leaves his/her regular class in order to receive instruction from the Migrant teacher in some other location. (Lab or Resource Room)

2 = Migrant teacher enters the student's regular classroom in order to provide instruction. (include teaming)

Attachment U-3
(continued, page 2 of 2)

3 = Student is registered for a regular-scheduled course taught by the Migrant teacher (supplemental portion only).

4 = Other (Specify)________________________________

F. DAILY ATTENDANCE The boxes under this heading are used to record each student's daily attendance with a Migrant teacher. Use the following code to record each student's daily attendance.

X = Student does not receive services due to student absence, teacher absence, field trip, staff development day, student withdrawal from school, etc.

✓ = Student present, and received instruction today from the Migrant teacher.

G. PARENT PARTICIPATION The boxes under this heading are used to record parental participation in the Migrant Program. Use the following code in recording their participation.

0 = No parental participation

1 = Parents participated. Any of the following activities should be included: a) the parents participated in the classroom; b) the parents were in a conference with the teacher; c) the teacher visited the home of the parents.

80.40 Attachment U-4

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

September 29, 1980

TO: Migrant Teachers

FROM: Catherine Christner Catherine Christner

SUBJECT: Migrant Student Attendance Forms

This is a reminder to complete and mail your Migrant Student Attendance Forms for the first six weeks by October 6, 1980. Mail the white copy of the form via school mail to:

Catherine Christner
ORE
Administration Bldg., Box 79

Please keep the yellow copy for your records.

Enclosed are copies of the Migrant Student Attendance Form for the second six weeks. If you need additional copies of the form or have any questions, please feel free to call me at 458-1227.

Approved: Freda M Holley
Director, Office of Research and Evaluation

Approved: Roberta Hartung
Acting Director, Elementary Education

Approved: Lawrence Buford
Director, Secondary Education

CC:rrf
Enclosure

cc: Lee Laws
Oscar Cantú
José Mata
Principals of Schools with a Migrant Teacher

```
NUMBER OF PARTICIPANTS RECEIVING INSTRUCTIONAL SERVICES FROM A MIGRANT TEACHER DURING 1980/81


   GRADE      1-15 DAYS        16-30 DAYS        31-90 DAYS        91 OR MORE       TOTAL
     -1       2.( 1.4%)        2.( 1.4%)        20.(14.2%)        117.(83.0%)       141.
      0       1.( 1.8%)        1.( 1.8%)        20.(35.1%)         35.(61.4%)        57.
      1       0.( 0.0%)        5.( 9.8%)         8.(15.7%)         38.(74.5%)        51.
      2       2.( 4.4%)        1.( 2.2%)         9.(20.0%)         33.(73.3%)        45.
      3       9.(17.0%)        3.( 5.7%)         6.(11.3%)         35.(66.0%)        53.
      4       7.(21.9%)        4.(12.5%)         3.( 9.4%)         18.(56.3%)        32.
      5       4.(16.0%)        1.( 4.0%)         4.(16.0%)         16.(64.0%)        25.
      6       4.(12.9%)        5.(16.1%)         9.(29.0%)         13.(41.9%)        31.
      7       3.( 7.1%)        3.( 7.1%)        10.(23.8%)         26.(61.9%)        42.
      8       5.( 9.8%)        0.( 0.0%)        35.(68.6%)         11.(21.6%)        51.
      9       7.(11.5%)        6.( 9.8%)        37.(60.7%)         11.(18.0%)        61.
     10       4.(12.1%)        2.( 6.1%)        20.(60.6%)          7.(21.2%)        33.
     11       1.( 3.2%)        1.( 3.2%)        24.(77.4%)          5.(16.1%)        31.
     12       1.(20.0%)        0.( 0.0%)         3.(60.0%)          1.(20.0%)         5.

   TOTAL       50.( 7.6%)       34.( 5.2%)       208.(31.6%)        366.(55.6%)       658.

TOTAL NUMBER OF MIGRANT STUDENTS = 1516

# OF STUDENTS SERVED= 658    # WITH DAYS > 0 = 658
```

Figure U-1. NUMBER OF DAYS OF INSTRUCTIONAL SERVICES RECEIVED BY MIGRANT STUDENTS IN EACH GRADE IN 1980-81.

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Page 1 of 1

80.40

FILE ID A / P / M

CARD FILE LAYOUT

LOCATION:

___AISD___

___UT PF____,____,______
acct. pass. file name

PROGRAM: Title I Migrant

YEAR: 1980-81

CONTENTS: Migrant Student Attendance Record

U-15

Field	Columns	Description
	1-3	File ID: APM
	4-4	File: 1 = First 6 weeks, 2 = 2nd, 3 = 3rd, 4 = 4th, 5 = 5th, 6 = 6th.
	5-7	School Code
	9-10	Teacher Code Note: Put space here--no comma.
A	26-45	Student Name (Last Name ↓ First Name Middle Initial or Name)
B	47-53	AISD ID Number
C	55-56	Grade: -1 = Pre-K, 00 = Kindergarten, 1 = 01, 2 = 02, etc.
D	58-58	Ethnicity: 1 = American Indian, 2 = Black, 3 = Asian, 4 = Mex. Am., 5 = Anglo
E	59-59	Type of Instruction: 1 = Lab or Resource, 2 = Teaming, 3 = Migrant Class;
		4 = Other
G	61-61	Parent Participation: 0 = No parent participation, 1 = Parent participation
X	62-63	X = Student does not receive services (number of X's in box)
✓	65-66	✓ = Student receives services (number of ✓'s in box)

Attachment U-5

If a column is blank on the form--leave a blank on the card.

80.40

Attachment U-6

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 6, 1981

TO: José Mata, Oscar Cantú, Lee Laws, Timy Baranoff
Migrant Teachers, Principals with Migrant Teachers

FROM: Catherine Christner CC

SUBJECT: Instruction Provided by Migrant Teachers During the Fourth Six Weeks

Enclosed are summary data for instruction provided during the fourth six-weeks period by the Migrant teachers. The following are included for your information:

- A written summary of this six weeks (January 16-February 27, elementary and January 19-February 27, secondary) with comparisons to the first three six weeks and to the 1979-80 attendance figures.

- The districtwide summary of the amount of instructional services provided by Migrant teachers during the fourth six weeks.

- The summary of the amount of instructional services provided by the Migrant teacher(s) at each school.

Please feel free to call me if you have any questions.

Approved: Freda M Holley
Director, Research and Evaluation

Approved: Lawrence Buford
Director, Secondary Education

Approved: Roberta Hartung
Acting Director, Elementary Education

CC:lm
Enclosure

MAJOR FINDINGS, MIGRANT STUDENT ATTENDANCE

FOURTH SIX WEEKS, 1980-81

- *Five hundred forty-five* migrant students were served in the fourth six weeks. This figure reflects an increase from the third six weeks (*517* students served). A new Migrant teacher was added (*60%* time at Crockett and *40%* time at Porter). This is also an increase over the *536* students served during the fourth six weeks in 1979-80. Although this does reflect a *nine* student increase in the number of students served, there were only *20* teachers in 1979-80, and in 1980-81 there were *23* teachers (*20* full-time, *2* half-time, and *one 80%* time).

- The average number of days students were served was down to *21.6* days this six weeks as compared with the third six weeks figure of *23.2* days. It is more than the 1979-80 figure (reflecting a *2* to *3* day shorter six-week period).

- The percent of eligible students served (*64.3%*) continued to decline from the second six weeks figure of *81.4%*. This is also slightly less than the *65%* of eligible students served in the fourth six weeks in 1979-80. Senior high Migrant teachers served the lowest percentage of eligible migrant students (*36.0%*) with pre-k teachers serving the highest percentage of eligible students (*88.8%*).

- Parent participation continued to decline from the third six weeks with only *18.9%* of the migrant parents involved.

- The disparity in teaching loads continues at all levels. At the pre-k level, the number served ranged from *11* to *20*; at the elementary level, the number served ranged from *21* to *46*; and at the secondary level, the number ranged from *32* (one teacher served *22* students at the high school level and *10* students at the junior high level) to *12*.

Increasing the number of students served and making the teaching loads of teachers more equitable should be a high priority of the Migrant Program. If too few migrant students are at one school, the teacher could be split between two schools, thus increasing the number of migrant students who could be served. At the secondary level, it seems definite scheduling problems remain at some schools. Since this precludes serving students, every effort should be made to resolve these problems.

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INSTRUCTION PROVIDED BY MIGRANT TEACHER(S)

FOR THE Fourth SIX WEEKS AT: AISD

NUMBER OF DAYS IN THIS SIX WEEKS: 31 (elementary)
30 (secondary)

GRADE/ LEVEL	Number of Students Served	Percent of Eligible Students Served	Average Number of Days of Instruction Rec'd. by Students	Average Percent of Days in Six Weeks in Which Students Served	Percent of Students Served Via Labs	Percent of Students Served Via Team Teaching	Percent of Students Served Via Special Migrant Class	Percent of Students Served Via Other Methods	Percent of Parent Participation
PRE-K	135	88.8%	25.6	82.7%	0%	0%	100%	0%	48.2%
K	56	81.2%	17.0	54.7%	64.3%	35.7%	0%	0%	0%
1	44	67.7%	22.5	72.6%	84.1%	15.9%	0%	0%	0%
2	39	62.9%	21.9	70.5%	76.9%	0%	0%	23.1%	0%
3	41	67.2%	22.5	72.7%	87.8%	12.2%	0%	0%	0%
4	21	58.3%	23.1	74.5%	81%	0%	0%	19.1%	0%
5	21	67.7%	17.8	57.5%	100%	0%	0%	0%	0%
6	19	50%	20.0	64.4%	73.7%	0%	0%	26.3%	15.8%
ELEM.	241	66.6%	20.6	66.3%	79.3%	13.3%	0%	7.4%	1.2%
7	38	84.4%	23.3	77.8%	29%	42.1%	23.7%	5.2%	29%
8	46	88.5%	16.8	56.0%	26.1%	41.3%	30.4%	2.2%	28.3%
JR. HIGH	84	86.6%	19.8	65.9%	27.4%	41.7%	27.4%	3.5%	28.6%
9	43	43.4%	20.6	68.5%	30.2%	32.6%	37.2%	0%	14%
10	24	38.7%	20.3	67.5%	20.8%	45.8%	33.4%	0%	4.2%
11	15	29.4%	20.2	67.3%	26.7%	13.3%	60%	0%	26.7%
12	3	12.5%	4.0	13.3%	100%	0%	0%	0%	0%
SR. HIGH	85	36.0%	19.8	66.1%	29.4%	31.8%	38.8%	0%	12.9%
TOTAL	545	64.3%	21.6	71.9%	43.8%	17.2%	35.1%	3.9%	18.9%

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INSTRUCTION PROVIDED BY MIGRANT TEACHER(S)

FOR THE Fourth SIX WEEKS AT: Becker

NUMBER OF DAYS IN THIS SIX WEEKS: 31 (elementary)

GRADE/LEVEL	Number of Students Served	Percent of Eligible Students Served	Average Number of Days of Instruction Rec'd. by Students	Average Percent of Days in Six Weeks in Which Students Served	Percent of Students Served Via Labs	Percent of Students Served Via Team Teaching	Percent of Students Served Via Special Migrant Class	Percent of Students Served Via Other Methods	Percent of Parent Participation
PRE-K									
K	15	88.2%	13.6	43.9%	100%	0%	0%	0%	0%
1	8	66.7%	20.6	66.5%	12.5%	87.5%	0%	0%	0%
2	9	69.2%	21.3	68.8%	0%	0%	0%	100%	0%
3	5	38.5%	18.2	58.7%	0%	100%	0%	0%	0%
4	4	40%	21.8	70.2%	0%	0%	0%	100%	0%
5	0	0%	0	0%	0%	0%	0%	0%	0%
6	5	38.5%	16.6	53.6%	0%	0%	0%	100%	0%
ELEM.	46	56.1%	17.9	57.6%	34.8%	26.1%	0%	39.1%	0%
7									
8									
JR. HIGH									
9									
10									
11									
12									
SR. HIGH									
TOTAL									

U-19

Attachment U-9

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INSTRUCTION PROVIDED BY MIGRANT TEACHER(S)

FOR THE *First* SIX WEEKS AT: *AISD*

NUMBER OF DAYS IN THIS SIX WEEKS: *27*

Note: *The pre-kindergarten classes began late in this six weeks.*

80.40

U-20

GRADE/ LEVEL	Number of Students Served	Percent of Eligible Students Served	Average Number of Days of Instruction Rec'd. by Students	Average Percent of Days in Six Weeks in Which Students Served	Percent of Students Served Via Labs	Percent of Students Served Via Team Teaching	Percent of Students Served Via Special Migrant Class	Percent of Students Served Via Other Methods	Percent of Parent Participation
PRE-K	127	92%	16.4	60.7%	0%	0%	100%	0%	79.5%
K	52	76.5%	11.8	43.7%	65.4%	34.6%	0%	0%	0%
1	43	82.7%	15.6	57.8%	81.4%	16.3%	0%	2.3%	0%
2	41	70.7%	14.6	54.1%	73.2%	0%	0%	26.8%	0%
3	49	87.5%	11.9	44.1%	73.5%	16.3%	0%	10.2%	0%
4	26	78.8%	12.3	45.6%	57.7%	15.4%	0%	26.9%	0%
5	24	82.8%	13.6	50.4%	87.5%	4.2%	0%	8.3%	0%
6	26	63.4%	12.0	44.4%	53.8%	0%	0%	46.2%	15.4%
ELEM.	261	77.4%	13.1	48.5%	70.9%	14.6%	0%	14.6%	1.5%
7	30	75%	18.8	69.6%	16.7%	40%	43.3%	0%	16.7%
8	39	88.6%	12.4	45.9%	12.8%	28.2%	59%	0%	10.3%
JR. HIGH	69	82.1%	15.2	56.3%	14.5%	33.3%	52.2%	0%	13.0%
9	30	40.5%	21.9	81.1%	3.3%	96.7%	0%	0%	10%
10	20	37.7%	21.0	77.8%	0%	100%	0%	0%	5%
11	16	36.4%	21.9	81.1%	0%	100%	0%	0%	12.5%
12	2	7.1%	24.5	90.7%	0%	100%	0%	0%	0%
SR. HIGH	68	33.3%	21.8	80.7%	1.5%	98.5%	0%	0%	8.8%
TOTAL	525	68.8%	15.4	57.0%	37.3%	24.4%	31.0%	7.2%	22.9%

Attachment U-10

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INSTRUCTION PROVIDED BY MIGRANT TEACHER(S)

FOR THE *Second* SIX WEEKS AT: *AISD*

NUMBER OF DAYS IN THIS SIX WEEKS: *28*

GRADE/ LEVEL	Number of Students Served	Percent of Eligible Students Served	Average Number of Days of Instruction Rec'd. by Students	Average Percent of Days in Six Weeks in Which Students Served	Percent of Students Served Via Labs	Percent of Students Served Via Team Teaching	Percent of Students Served Via Special Migrant Class	Percent of Students Served Via Other Methods	Percent of Parent Participation
PRE-K	129	89%	24.9	88.9%	0%	0%	100%	0%	62%
K	58	70.8%	18.4	65.9%	65.5%	31.0%	0%	1.7%	15.5%
1	46	71.9%	22.3	79.6%	82.6%	15.2%	0%	2.2%	0%
2	41	68.3%	22.4	80.0%	78%	0%	0%	22%	2.4%
3	41	66.1%	21.6	77.1%	87.8%	12.2%	0%	0%	0%
4	24	63.2%	19.3	68.9%	66.7%	12.5%	0%	20.8%	20.8%
5	22	68.8%	21.1	75.4%	100%	0%	0%	0%	4.5%
6	23	54.8%	16.6	59.3%	69.6%	0%	0%	30.4%	30.4%
ELEM.	255	69.3%	20.4	72.9%	77.6%	12.9%	0%	9.0%	9%
7	31	73.8%	22.7	81.1%	19.4%	38.7%	41.9%	0%	25.8%
8	42	93.3%	14.2	50.7%	16.7%	31.0%	50.0%	2.3%	23.8%
JR. HIGH	73	83.9%	17.8	63.6%	17.8%	34.2%	46.6%	1.4%	24.7%
9	29	37.7%	24.2	86.4%	0%	100%	0%	0%	10.3%
10	20	38.5%	24.6	87.9%	0%	100%	0%	0%	15%
11	19	44.2%	25.5	91.1%	0%	100%	0%	0%	26.3%
12	2	8.3%	27.5	98.2%	0%	100%	0%	0%	0%
SR. HIGH	70	35.7%	24.7	88.2%	0%	100%	0%	0%	15.7%
TOTAL	528	81.4%	21.7	77.6%	40%	24.2%	30.9%	4.5%	25%

INSTRUCTION PROVIDED BY MIGRANT TEACHER(S)

FOR THE *Third* SIX WEEKS AT: *AISD*

NUMBER OF DAYS IN THIS SIX WEEKS: *31*

GRADE/ LEVEL	Number of Students Served	Percent of Eligible Students Served	Average Number of Days of Instruction Rec'd. by Students	Average Percent of Days in Six Weeks in Which Students Served	Percent of Students Served Via Labs	Percent of Students Served Via Team Teaching	Percent of Students Served Via Special Migrant Class	Percent of Students Served Via Other Methods	Percent of Parent Participation
PRE-K	133	89.3%	26.2	84.4%	0%	0%	100%	0%	45.9%
K	56	80.0%	18.5	59.7%	66.1%	33.9%	0%	0%	5.4%
1	43	67.2%	22.9	73.9%	83.7%	16.3%	0%	0%	7.0%
2	39	65%	23.9	77.0%	76.9%	0%	0%	23.1%	5.1%
3	39	65%	24.0	77.3%	87.2%	12.8%	0%	0%	2.6%
4	22	57.9%	22.9	73.8%	81.8%	0%	0%	18.2%	18.2%
5	21	67.7%	22.5	72.7%	100%	0%	0%	0%	23.8%
6	19	45.2%	19.6	63.2%	73.7%	0%	0%	26.3%	26.3%
ELEM.	239	65.5%	21.9	70.7%	79.5%	13.0%	0%	7.5%	9.6%
7	33	76.7%	24.8	80.1%	18.2%	39.4%	42.4%	0%	24.2%
8	42	91.3%	16.2	52.4%	21.4%	28.6%	47.6%	2.4%	19.0%
JR. HIGH	75	84.3%	20.0	64.6%	20.1%	33.3%	45.3%	1.3%	21.3%
9	30	38.5%	24.7	79.6%	6.7%	93.3%	0%	0%	13.3%
10	18	35.3%	25.8	83.2%	5.6%	94.4%	0%	0%	5.6%
11	20	46.5%	26.2	84.5%	0%	100%	0%	0%	20%
12	2	8.3%	29.5	95.2%	0%	100%	0%	0%	0%
SR. HIGH	70	35.7%	25.5	82.4%	4.3%	95.7%	0%	0%	12.5%
TOTAL	517	64.7%	23.2	74.9%	40.2%	23.8%	32.3%	3.7%	21.1%

U-22

Attachment U-12

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INSTRUCTION PROVIDED BY MIGRANT TEACHER(S)

FOR THE *Fourth* SIX WEEKS AT: *AISD*

NUMBER OF DAYS IN THIS SIX WEEKS: *31 (elementary)* *30 (secondary)*

GRADE/ LEVEL	Number of Students Served	Percent of Eligible Students Served	Average Number of Days of Instruction Rec'd. by Students	Average Percent of Days in Six Weeks in Which Students Served	Percent of Students Served Via Labs	Percent of Students Served Via Team Teaching	Percent of Students Served Via Special Migrant Class	Percent of Students Served Via Other Methods	Percent of Parent Participation
PRE-K	135	88.8%	25.6	82.7%	0%	0%	100%	0%	48.2%
K	56	81.2%	17.0	54.7%	64.3%	35.7%	0%	0%	0%
1	44	67.7%	22.5	72.6%	84.1%	15.9%	0%	0%	0%
2	39	62.9%	21.9	70.5%	76.9%	0%	0%	23.1%	0%
3	41	67.2%	22.5	72.7%	87.8%	12.2%	0%	0%	0%
4	21	58.3%	23.1	74.5%	81%	0%	0%	19.1%	0%
5	21	67.7%	17.8	57.5%	100%	0%	0%	0%	0%
6	19	50%	20.0	64.4%	73.7%	0%	0%	26.3%	15.8%
ELEM.	241	66.6%	20.6	66.3%	79.3%	13.3%	0%	7.4%	1.2%
7	38	84.4%	23.3	77.8%	29%	42.1%	23.7%	5.2%	29%
8	46	88.5%	16.8	56.0%	26.1%	41.3%	30.4%	2.2%	28.3%
JR. HIGH	84	86.6%	19.8	65.9%	27.4%	41.7%	27.4%	3.5%	28.6%
9	43	43.4%	20.6	68.5%	30.2%	32.6%	37.2%	0%	14%
10	24	38.7%	20.3	67.5%	20.8%	45.8%	33.4%	0%	4.2%
11	15	29.4%	20.2	67.3%	26.7%	13.3%	60%	0%	26.7%
12	3	12.5%	4.0	13.3%	100%	0%	0%	0%	0%
SR. HIGH	85	36.0%	19.8	66.1%	29.4%	31.8%	38.8%	0%	12.9%
TOTAL	545	64.3%	21.6	71.9%	43.8%	17.2%	35.1%	3.9%	18.9%

U-23

Attachment U-13

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INSTRUCTION PROVIDED BY MIGRANT TEACHER(S)

FOR THE *Fifth* SIX WEEKS AT: *AISD*

NUMBER OF DAYS IN THIS SIX WEEKS: *29 (elementary)* *30 (secondary)*

GRADE/ LEVEL	Number of Students Served	Percent of Eligible Students Served	Average Number of Days of Instruction Rec'd. by Students	Average Percent of Days in Six Weeks in Which Students Served	Percent of Students Served Via Labs	Percent of Students Served Via Team Teaching	Percent of Students Served Via Special Migrant Class	Percent of Students Served Via Other Methods	Percent of Parent Participation
PRE-K	133	88.1%	24.7	85.2%	0%	0%	100%	0%	48.9%
K	55	80.9%	18.0	62.0%	61.8%	38.2%	0%	0%	5.5%
1	45	63.4%	22.0	76.0%	82.2%	17.8%	0%	0%	0%
2	34	54.0%	22.9	78.9%	76.5%	0%	0%	23.5%	0%
3	40	65.6%	22.6	77.9%	87.5%	12.5%	0%	0%	0%
4	22	52.4%	23.0	79.2%	81.8%	0%	0%	18.2%	4.6%
5	21	72.4%	20.8	71.8%	100%	0%	0%	0%	4.8%
6	20	47.6%	21.2	73.1%	75.0%	0%	0%	25.0%	15.0%
ELEM.	237	63.0%	21.2	73.2%	78.5%	14.3%	0%	7.2%	3.4%
7	38	80.9%	24.0	79.8%	26.3%	42.1%	31.6%	0%	23.7%
8	46	85.2%	16.8	55.9%	32.6%	39.1%	28.3%	0%	34.8%
JR. HIGH	84	83.2%	20.0	66.8%	29.8%	40.5%	29.8%	0%	29.8%
9	36	36.7%	23.1	77.0%	36.1%	27.8%	36.1%	0%	11.1%
10	24	38.1%	23.0	76.7%	33.3%	41.7%	25.0%	0%	8.3%
11	18	34.6%	17.1	57.0%	61.1%	16.7%	22.2%	0%	16.7%
12	4	13.8%	15.0	50.0%	50.0%	0%	25.0%	25.0%	25.0%
SR. HIGH	82	33.9%	21.4	71.2%	41.5%	28.0%	29.3%	1.2%	12.2%
TOTAL	536	61.6%	21.9	73.1%	45.7%	17.0%	34.0%	3.3%	20.2%

Attachment U-14

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INSTRUCTION PROVIDED BY MIGRANT TEACHER(S)

FOR THE *Sixth* SIX WEEKS AT: *AISD*

NUMBER OF DAYS IN THIS SIX WEEKS: *29*

GRADE/ LEVEL	Number of Students Served	Percent of Eligible Students Served	Average Number of Days of Instruction Rec'd. by Students	Average Percent of Days in Six Weeks in Which Students Served	Percent of Students Served Via Labs	Percent of Students Served Via Team Teaching	Percent of Students Served Via Special Migrant Class	Percent of Students Served Via Other Methods	Percent of Parent Participation
PRE-K	127	92.7%	25.2	87.0%	0%	0%	100%	0%	53.5%
K	55	83.3%	11.8	40.8%	61.8%	38.2%	0%	0%	20.0%
1	43	68.3%	16.4	56.4%	81.4%	18.6%	0%	0%	16.3%
2	37	59.7%	14.6	50.3%	78.4%	0%	0%	21.6%	16.2%
3	41	71.9%	15.5	53.3%	87.8%	12.2%	0%	0%	2.4%
4	23	59.0%	16.2	55.8%	82.6%	0%	0%	17.4%	39.1%
5	22	73.3%	15.0	51.7%	100%	0%	0%	0%	40.9%
6	20	50.0%	13.4	46.2%	75.0%	0%	0%	25.0%	35.0%
ELEM.	241	67.5%	14.5	50.0%	78.8%	14.1%	0%	7.1%	20.8%
7	34	77.3%	22.9	78.8%	23.5%	32.4%	41.2%	2.9%	20.6%
8	40	78.4%	14.7	50.6%	30.0%	22.5%	47.5%	0%	15.0%
JR. HIGH	74	77.9%	18.4	63.6%	27.0%	27.0%	44.6%	1.4%	17.6%
9	34	42.0%	20.1	69.4%	41.2%	23.5%	35.3%	0%	14.7%
10	22	41.5%	23.3	80.3%	27.3%	45.4%	27.3%	0%	13.6%
11	17	37.0%	17.9	61.7%	52.9%	17.7%	29.4%	0%	11.8%
12	2	8.0%	20.5	70.7%	50.0%	0%	50.0%	0%	0%
SR. HIGH	75	36.6%	20.6	70.9%	40.0%	28.0%	32.0%	0%	13.3%
TOTAL	517	65.1%	18.6	64.1%	46.4%	14.5%	35.6%	3.5%	27.3%

U-25

Attachment U-15

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TITLE I MIGRANT

APPENDIX V

PAC DATA

415

Instrument Description: PAC Data

- Brief description of the instrument:

Records from local and Districtwide Parental Advisory Council meetings were gathered including agendas, minutes, and rosters from each meeting. Summary sheets from parent training sessions were also examined.

To whom was the instrument administered?

The Parental Involvement Program staff were responsible for gathering the above-named information from PAC meetings.

How many times was the instrument administered?

Information was gathered each time a local or Districtwide PAC meeting was held.

When was the instrument administered?

Throughout the 1980-81 school year.

Where was the instrument administered?

At the Parental Advisory Council meetings sites.

Who administered the instrument?

Not applicable.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

There may have been some data missing from one or more of the meetings or no records of local PAC meetings that were held but no records were turned in.

Who developed the instrument?

Not applicable.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

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PAC (PARENTAL ADVISORY COUNCIL) DATA

Purpose

Parent Advisory Council (PAC) data were obtained in order to examine the issues relevant to the following decision and evaluation questions:

> Decision Question D4: Should the Parental Involvement Component be continued as it is, modified, or deleted?
>
> > Evaluation Question D4-1: Were the Component's objectives met?
> >
> > a) Local PAC's
> > b) Districtwide PAC's
> >
> > Evaluation Question D4-2: How many Districtwide and local PAC meetings were held between August 1, 1980 and April 30, 1981?
> >
> > Evaluation Question D4-4: Did more migrant parents attend local and Districtwide PAC meetings during 1980-81 than they did during 1979-80?

Procedure

At each local PAC meeting and/or parent training session, participating guests, parents, and staff members were asked to sign an attendance roster. Each school had been assigned (by the principal) a parental involvement contact person. It was the contact person's responsibility to see that all participants signed the sign-in sheets. They were also responsible for seeing that copies of the sign-in sheets, the meeting/training session agenda, and minutes were sent to the Title I/Title I Migrant Parental Involvement Specialist.

The Title I/Title I Migrant Parental Involvement Specialist was responsible for seeing that copies were kept of the agenda, sign-in sheets, and minutes for the Districtwide PAC meetings and training sessions.

Periodically throughout the 1980-81 school year, copies of the information from each local and Districtwide PAC meetings were sent to both the Migrant and Title I Evaluators. These records formed the basis for this appendix. The compilation of PAC records included here are: from those records sent to the evaluators by mid-April; additional records obtained from the Title I Evaluation Assistant's perusal of the PAC records in June; and the Migrant Evaluator's perusal of the PAC records, later in June.

It should be noted here that many records were not sent to ORE. Many of the PAC records were incomplete--minus minutes, or an agenda, or a sign-in sheet. Very frequently the sign-in sheets were totally illegible for the purposes of verifying whether the person signing-in was a parent, guest, or staff. Also in several cases, persons listed as parents were actually staff. Minutes or *agendas alluded to meetings that were held or were to be held, but no records could be found of those meetings. The Migrant Evaluator was told by various staff members that meetings were scheduled, but not held due to no parent attendance, but only a few records of this type were located. Therefore these data should be interpreted cautiously since their completeness and accuracy is definitely in question.*

The Migrant Evaluator tallied by hand the number of meetings and the number of parents in attendance. Agendas and minutes were also examined to determine which were PAC meetings and which were parent training sessions. Attachment V-1 is a copy of the memo which sets out the definitions used to distinguish between the types of meetings-meeting/training or both.

In using the definitions to distinguish between the meetings, it was found the definition of a parent training session was so broad as to include almost all PAC sessions. Furthermore, the definitions required some personal judgments using the definitions on what was a parent training session or simply a PAC meeting. Consequently, when the definition was in doubt, the session was always defined as both.

Results

Evaluation Question D4-1: Were the Component's objectives met?

a) Local PACs: 1) By October, 1980, a local PAC is to be established for a campus in which 75 or more students are to be served by a Title I Regular and/or Title I Migrant program or project. A minimum of three meetings are to be held in 1980-81. A local PAC will be considered established if a meeting has been held and the required number of members has been elected. 2) For a campus wherein more than 40 but less than 75 students will be served under Title I Regular and/or Migrant, the District will establish a PAC. A local PAC will be considered established if a meeting has been held and the required number of members has been elected. 3) A campus PAC is not required for any campus being served with Title I in which not more than one full-time equivalent Title I staff member will be assigned and in which not more than 40 students participate in the Title I Regular and/or Migrant programs.

Figure V-1 contains information about the local PACs for schools served by a Migrant teacher. The first column lists the number of the objective applicable for each campus. Of the "1" schools, Allision, Dawson, Govalle, Metz, Oak Springs, and Sanchez met the objectives of establishing their PACs by October of 1979 and having three meetings. Becker had a PAC established on time, but only had two meetings. Ortega had the three meetings, but the first meeting was not held until November. Ridgetop and Rosewood did not establish their PACs until November and December respectively and then only had two meetings. All the schools that are in the "1" category were joint Title I/Migrant PACs. With the exceptions of Becker, Ortega, and Sanchez, no or only one migrant parent showed up at each of the other local PAC meetings held at these schools.

For the "2" schools (Brooke is the only one), the objective was met, by having the one meeting in November. However as can be noted two other attempts to hold local PAC meetings were not successful.

Although not required to have a PAC, all "3" schools but Crockett and Porter were able to establish PACs. Some were particularly successful considering the number of meetings held and the number of migrant parents attending--St. Elmo, Webb, and Martin. Since Crockett and Porter did not become Migrant schools until January, 1981, their not establishing PACs is not surprising. According to the Migrant Coordinator, two attempts to have meetings failed due to poor parent attendance.

Figure V-1 clearly indicates with a few exceptions that migrant parent attendance is quite low or non existent at most schools, especially where there is a Title I/Migrant joint PAC. For several schools (Allison, Metz, Oak Springs/Rosewood, Ridgetop) this is partially a reflection that the pre-K class is the only group of migrant students. This same situation is true at Sanchez, but parent participation is very high (4, 5) in comparison to the total number of students in the pre-K class (20).

Thirteen of the twenty-three school PACs provided some type of parent training activity attended by at least 10% of the parents of migrant children attending that school.

b) Districtwide PACs: The combined Districtwide Title I/Title I Migrant Parental Advisory Council will be established for the 1980-81 school year. The Districtwide PAC will be considered to have been established if a meeting has been held and the required number of members have been elected to the Districtwide PAC.

Figure V-2 gives the number of Districtwide PAC meetings and parent training workshops held in 1980-81. The requirements for the Districtwide PAC were met.

Evaluation Question D4-2: How many Districtwide and local PAC meetings were held between August 1, 1980 and April 30, 1981?

In Figure V-2 are listed the data for the Districtwide PAC meetings. Nine meetings were held and two parent training sessions were held. Additionally during the year various subcommittees met as the need arose, i.e. a sub-group of Title I and Migrant parents reviewed the Title I and Migrant applications for 1981-82. Also an evaluation subcommittee was formed this year. The members volunteered from the Districtwide PAC and met with the Title I and Migrant Evaluators to discuss their priorities for evaluation.

The data for the local PAC meetings are listed in Figure V-1. A total of 54 local PAC meetings were held at the local campuses where there were Migrant teachers. As can be noted, however, the attendance of migrant parents at these meetings (especially most of the Migrant/Title I combined PACs) was low (in several cases they did not attend any of the meetings).

Evaluation Question D4-4: Did more migrant parents attend local and Districtwide PAC meetings during 1980-81 than they did during 1979-80?

Due to desegregation, the migrant students were more spread out in the District than in previous years, so there were a larger number of schools with Migrant teachers. A total of 54 local PAC meetings/training sessions were held in 1980-81 (for which documentation was available). In 1979-80, there were 46 local PAC meetings held. The average number of parents attending was four parents/meeting. This year this figure is lower. Although there were 54 meetings, at 20 of the meetings no migrant parents were in attendance. The average number of migrant parents attending was three parents/meeting in 1980-81.

The attendance of migrant parents at Districtwide PAC meetings increased in 1980-81 over the attendance of migrant parents in 1979-80. In 1979-80, the average number of migrant parents attending the 12 Districtwide PAC meetings and workshops was three. In 1980-81, the average number of migrant parents attending the 11 Districtwide PAC meetings and workshops was eight.

Local PAC Objective Status	School	PAC Status	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Conducted training for at least 18% of the Migrant Parents at this school.
3	Allan	Migrant	-	-	*	-	-	5	-	-	Yes
1	Allison	Title I/Migrant	0	⓪	-	⓪	2	-	⓪	-	Yes
1	Becker	Title I/Migrant	-	7	$\boxed{5}$	-	-	-	-	-	Yes
2	Brooke	Migrant	-	*	7	-	*	-	-	-	Yes
1	Dawson	Title I/Migrant	-	1	-	⓪	-	0	-	-	No
1	Govalle	Title I/Migrant	-	0	0	-	0	-	-	-	No
3	Highland Park	Migrant	-	3	7	-	*	-	-	-	Yes
1	Metz	Title I/Migrant	-	0	-	0	0	-	0	-	No
1	Oak Springs	Title I/Migrant	-	0	0	-	-	0	-	-	No
1	Ortega	Title I/Migrant	-	-	-	2	1	-	6	-	Yes
1	Ridgetop	Title I/Migrant	-	-	0	-	0	-	-	-	No
1	Rosewood	Title I/Migrant	-	-	-	0	⓪	-	-	-	No
3	St. Elmo	Migrant	-	9	-	9	-	-	5	-	Yes
1	Sanchez	Title I/Migrant	-	4	-	5	4	-	4	-	Yes
3	Webb	Migrant	-	-	7	-	-	7	4	-	Yes
3	Fulmore	Migrant	-	1	-	-	-	-	-	-	No
3	Martin	Migrant	7?	5	-	-	4	-	-	-	Yes
3	O. Henry	Migrant	-	3,1	-	-	-	-	-	-	Yes
3	Porter	Migrant	-	-	-	-	*	*	-	-	No
3	Anderson	Migrant	-	0,2	-	-	-	-	-	-	No
3	Crockett	Migrant	-	-	-	-	*	*	-	-	No
3	Johnston	Migrant	-	3,10	-	-	-	-	-	-	Yes
3	Travis	Migrant	4	8	-	-	-	-	-	?	Yes

Notes: All sessions unless noted otherwise were both meetings and training sessions. If the number is circled, it was a meeting only. If one number is enclosed in a square, the meeting was training only. * indicates a meeting was scheduled but cancelled due to poor parent attendance. The local PAC records were very incomplete. Other meetings not shown may have been scheduled and held or scheduled and cancelled, but no records were available on them. After the October meetings, the PAC at Brooke and Highland Park were combined. The 7 parents attending in November at Brooke and Highland Park are the same 7 parents. No minutes or agenda were available for the September PAC meeting at Martin. No attendance forms were available for the April meeting at Travis. The October meetings at O. Henry, Johnston, and Anderson reflect parents in attendance with children at that school only. The October meetings at Becker, Fulmore, and Travis reflect a combined PAC, but the numbers reflect the parents in attendance with children at that school only.

Figure V-1. MIGRANT PARENT ATTENDANCE AT LOCAL PAC MEETINGS AND TRAINING SESSIONS. Numbers represent number of parents in attendance.

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Date of Meeting	Number of Parents In Attendance
September, 1980	1
October, 1980	11
November, 1980	15
January, 1981	4
February, 1981	12
March 12, 1981	4
March 26, 1981 (emergency meeting)	6
April, 1981	4
May, 1981	4

Date of Training Workshop	Number of Parents In Attendance
December, 1980	18
May, 1981	13

Figure V-2. NUMBERS OF MIGRANT PARENTS ATTENDING DISTRICTWIDE PAC MEETINGS AND DISTRICTWIDE PAC TRAINING WORKSHOPS.

Attachment V-1
(Page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

September 17, 1979

TO: Title I Contact Persons For Parental Involvement

FROM: David Doss

SUBJECT: Definitions Used in the Evaluation

I believe you have recently received a copy of the objectives for the Title I Parental Involvement Program from Alicia Talamantez. Those objectives outline the core of what the evaluation will be examining this year as far as parental involvement is concerned.

I would like to share with you some "understandings" that Lee Laws, Alicia, and I worked out to help clarify exactly what the evaluation will use in determining what *is* and what *is not* a parent-training session. The understandings are included on the attached page.

As you can see, the minutes and agendas are crucial to an accurate evaluation of this component. Please make an effort to see that these documents clearly relate the type of activities which occur at your meetings.

If you have any questions about the attached agreements, please call me at 458-1228.

Approved: Jonathan Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda M Holley
Director of Office of Research and Evaluation

Approved: Bowden
Director of Elementary Education

DD:lfs

cc: Lee Laws
Alicia Talamantez
Title I Reading Coordinators
Title I Principals

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

"UNDERSTANDINGS" CONCERNING PARENT TRAINING

1. At the local campus level, only those parent-training sessions organized by the Title I community representatives or campus contact persons will be counted.

2. Parent-training sessions may be held at the time of local PAC meetings or separately. The determination of whether or not a meeting is considered to involve parent training will be based on the meeting agenda and minutes.

   Items such as the following are considered regular PAC business and do not qualify the meeting as a parent-training session.

   a. Review of Title I Application.
   b. Review of Title I regulations.
   c. Review of Title I budget.
   d. Election of PAC officers.
   e. Reports from Districtwide PAC meetings.
   f. Evaluation reports.
   g. Distribution of required information (Title I law, regulations, etc.).

Presentations such as the following would be considered parent-training.

a. An in-depth presentation about one Title I component.
b. A presentation on a topic of interest to the parents such as the following:

   - how to help their children with reading
   - discipline
   - what is Title I?
   - a description of the school's Title I program

If parent-training sessions are held separately from PAC meetings at either level, we will need a description and list of parents who attended.

TITLE I MIGRANT

APPENDIX W

MIGRANT CLOTHING REQUESTS FORM

Instrument Description: Migrant Clothing Requests Form

- Brief description of the instrument:

The form provides information including: student I.D., student name, ethnicity, school, grade, date of request, and items requested. Space is also provided for the month and year of the requests and the name of the person completing the form.

To whom was the instrument administered?

The form was completed by the Title I Migrant Parental Involvement Secretary.

How many times was the instrument administered?

Nine times.

When was the instrument administered?

Monthly, from August of 1980 through April of 1981.

Where was the instrument administered?

In the Parental Involvement Secretary's office or location of her choice.

Who administered the instrument?

The Title I Migrant Parental Involvement Secretary.

What training did the administrators have?

The secretary had completed these forms for two previous years in addition to having written instructions available.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The Title I Migrant Evaluator, the Parental Involvement Specialist, and her secretary reviewed the instrument developed during previous evaluations and decided to use it again.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

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MIGRANT CLOTHING REQUESTS FORM

Purpose

The Migrant Clothing Request Form was completed by the Title I Migrant Parental Involvement Secretary in order to obtain information relevant to the following decision and evaluation questions:

> Decision Questions D4: Should the Parental Involvement Component be continued as it is, modified, or deleted?
>
> Evaluation Question D4-1: Were the Component's objectives met?
>
> d) Clothing Purchases
> During the 1980-81 school year, the Title I Migrant Parental Involvement office will purchase clothing for needy and eligible migrant children as referred by the Migrant instructional staff and the campus administration. By April, 1981, at least 90% of the students for whom clothing has been requested will have received the clothing.

Procedure

The Clothing Request Form (Attachment W-1) was used in 1980-81 to record the requests for clothing for migrant students. The form was unchanged from 1979-80. The Migrant Evaluator and the Parental Involvement Specialist agreed that use of the form should be continued. In September, the Parental Involvement Specialist was sent a sufficient number of forms for the year (see Attachment W-2 for the cover memo). Also sent were instructions for completion of the form (Attachment W-3).

The Title I Migrant Secretary for the Parental Involvement Component completed the Migrant Clothing Request Form on a monthly basis, August, 1980 through March, 1981. In May after not receiving the forms for some time, the Evaluator contacted the Parental Involvement office to request the forms. The Title I Secretary told the Evaluator that the Secretary had gotten another job in the District and was no longer there. She had taken the Secretary's place temporarily. She was told of needing the forms as soon as possible. She said she would talk to the Parental Involvement Specialist and call back. After some time, the Evaluator called again to learn the status of the forms. She was told the former secretary was going to return and compile the forms for both April and May and send them to ORE. The forms still were not sent so the Parental Involvement Specialist was called. She assured the Evaluator that she would send them to ORE right away. After a few days the Evaluator called again since the forms were still not received. The Parental Involvement Specialist assured the Evaluator they were all done and had been sent to the Migrant Coordinator. The Evaluator then went to the Migrant Coordinator's office to get the forms. The forms had not been completed--the purchase slips, etc. were there and parts of the forms had been completed. It was not clear what (if any) were requests for April or May, etc. Since the time remaining to analyze these data was at a minimum, it was decided to just include the requests through

March, 1981 since the Evaluator was sure they were complete and correct.

The data were keypunched and verified using the card file layout in Attachment W-4. The data are at U.T. on PF 6634 1298 REQST81. These data were analyzed with the SPSS program FEEQUENCIES. The files and other analyzes conducted involved the Clothing Purchases data and the two data sets merged so they are discussed in Appendix X.

In January a summary of the clothing requests and purchases made from August through December of 1980, by-school was sent to the principals of these schools, as well as the program staff (see Attachment W-5 for a copy of the memo). These tallies were done by hand. Attachment W-6 is the summary sheet sent, and Attachment W-7 is a sample of the school summary sent. Errors were discovered in the Anderson data reported, so corrected reports were sent (see Attachments W-8, W-9).

Results

The evaluation of the achievement of the clothing objective will be discussed in Appendix X, Clothing Purchases.

The appendix documents the nature of the requests received for clothing.

The number of items requested were 926. This is an increase from the 628 items requested in 1979-80.

In Figure W-1 are listed the number of students for whom clothing was requested, broken down by grade and level. Clothing was requested for 244 students. The largest number of requests were for elementary students.

The schools where clothing was requested most were Johnston, Anderson, Allison, Casis, Dawson, Govalle, Metz, Sanchez, St. Elmo, Allan, Zavala, and Webb. See Figure W-2.

As can be noted in Figure W-3, the most requested items were pants (N=197); underwear (N=133); coats (N=131); socks (N=128) and shirts (N=118). These were also the most requested items in 1979-80.

Grade	Number of Students for Whom Clothing Was Requested
Pre-K	60
K	28
1	26
2	27
3	17
4	19
5	9
6	7
Pre-K	60
Elem	133
7	10
8	7
Jr. High	17
9	18
10	6
11	7
12	3
Sr. High	34
Total	244

Figure W-1. BY GRADE COUNT OF NUMBER OF STUDENTS FOR WHOM CLOTHING WAS REQUESTED.

School	Number of Students For Whom Clothing Was Purchased
Johnston	10
Travis	4
Crockett	1
Anderson	19
Fulmore	2
Burnet	3
O. Henry	6
Pearce	1
Martin	1
Murchison	2
Allison	18
Becker	8
Brooke	7
Casis	16
Cunningham	2
Dawson	17
Govalle	19
Highland Park	4
Joslin	1
Maplewood	2
Metz	15
Ortega	8
Sanchez	12
Pecan Springs	1
Ridgetop	7
St. Elmo	14
Allan	13
Zavala	11
Cook	7
Webb	13
Total	244

Figure W-2. BY-SCHOOL COUNT OF NUMBER OF MIGRANT STUDENTS FOR WHOM CLOTHING WAS REQUESTED AUGUST, 1980-MARCH, 1981.

80.40

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MIGRANT CLOTHING REQUESTS/PURCHASES FINAL ANALYSES
ANALYSIS OF CLOTHING REQUESTS

* * * * * * * * * * * * C R O S S T A B U L A T I O N * * * * * * * * * * * *
   LEVEL
BY CLOTHING (TABULATING      BY CLOTHING REQUESTED
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * FAGE   1 OF   1

                      CLOTHING

              COUNT I                                 UNDERWEA
            ROW PCT I                                 R                                                                       ROW
            COL PCT I                                                                                                         TOTAL
                    ISHOES    ISOCKS    IJACKETS  IUNDERW   ITSHIRT   IDRESS    IBLOUSE   IPANTS    ISHIRT    ICOAT     IMISC     I
LEVEL      ---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
                  1 I       4 I      38 I       0 I      38 I       7 I       2 I      11 I      51 I      28 I      44 I       1 I    224
  PREKIND           I     1.8 I    17.0 I      0  I    17.0 I     3.1 I      .9 I     4.9 I    22.8 I    12.5 I    19.6 I      .4 I   24.2
                    I     7.0 I    29.7 I      0  I    28.6 I    20.0 I    10.5 I    21.2 I    25.9 I    23.7 I    33.6 I    12.5 I
                    I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
                  2 I      28 I      78 I      23 I      79 I      23 I      14 I      31 I     103 I      65 I      73 I       5 I    522
  K TO 6TH          I     5.4 I    14.9 I     4.4 I    15.1 I     4.4 I     2.7 I     5.9 I    19.7 I    12.5 I    14.0 I     1.0 I   56.4
                    I    49.1 I    60.9 I    47.9 I    59.4 I    65.7 I    73.7 I    59.6 I    52.3 I    55.1 I    55.7 I    62.5 I
                    I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
                  3 I       8 I       6 I       6 I       8 I       4 I       1 I       4 I      14 I       9 I       5 I       1 I     66
  7TH TO 9TH        I    12.1 I     9.1 I     9.1 I    12.1 I     6.1 I     1.5 I     6.1 I    21.2 I    13.6 I     7.6 I     1.5 I    7.1
                    I    14.0 I     4.7 I    12.5 I     6.0 I    11.4 I     5.3 I     7.7 I     7.1 I     7.6 I     3.8 I    12.5 I
                    I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
                  4 I      17 I       6 I      19 I       8 I       1 I       2 I       6 I      29 I      16 I       9 I       1 I    114
  9TH TO 12TH       I    14.9 I     5.3 I    16.7 I     7.0 I      .9 I     1.8 I     5.3 I    25.4 I    14.0 I     7.9 I      .9 I   12.3
                    I    29.6 I     4.7 I    39.6 I     6.0 I     2.9 I    10.5 I    11.5 I    14.7 I    13.6 I     6.9 I    12.5 I
                    I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
             COLUMN        57       128        48       133        35        19        52       197       118       131         8      926
             TOTAL        6.2      13.8       5.2      14.4       3.8       2.1       5.6      21.3      12.7      14.1        .9    100.0

PERCENTS AND TOTALS BASED ON RESPONSES
```

Figure W-3. NUMBER OF REQUESTS RECEIVED FOR VARIOUS CLOTHING ITEMS BY LEVEL.

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80.40

APF
col
(1-3)

Migrant Clothing Requests

CODE FOR CLOTHING ITEMS:

Leave Blank – No item(s) requested
1 – Item(s) requested

Ⓐ FOR MONTH ____________ (4-5) YEAR 80 (6-7) Ⓑ PERSON COMPLETING FORM ____________ (9)

Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ	Ⓘ										
STUDENT ID NUMBER (11-17)	STUDENT NAME (18-37)	ETHNICITY (38)	SCHOOL (39-41)	GRADE (43-44)	DATE (46-51)	SHOES 53	SOCKS 54	JACKET 55	UNDERWEAR 56	T-SHIRT 57	DRESS 58	BLOUSE 59	PANTS 60	SHIRT 61	COAT 62	MISC. 63

W-8

Attachment W-1

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

September 10, 1980

TO: Alicia Talamantez Catherine

FROM: Catherine Christner

SUBJECT: Title I Migrant Clothing Requests Form
Title I Migrant Clothing Purchases Form

As per our conversation on September 5, 1980, I have made no changes in the Clothing Requests and Clothing Purchases Forms from last year, except to reduce the forms from legal to letter size sheets. Enclosed are two hundred copies of both forms for your use.

Also enclosed with the forms are directions for the completion of each form. Complete each form monthly and return to me. If you have any questions or concerns about these forms or other evaluation related matters, please call me.

Approved: Freda M. Holley
Director, Office of Research and Evaluation

CC:rrf
Enclosures

cc: Lee Laws
Oscar Cantu
Jose Mata

INSTRUCTIONS FOR THE MIGRANT CLOTHING REQUESTS AND MIGRANT CLOTHING PURCHASES FORMS

Two separate forms are to be filled out regarding migrant clothing services. The Migrant Clothing Requests form is to be used for recording clothing referrals made by the school. Each referral slip should be recorded on a separate line of the Migrant Clothing Requests form. The Migrant Clothing Purchases form is to be used for recording the actual purchase of clothing items. All items purchased during each month should be listed on this form. All purchases made for each student should be listed on a separate line on the Migrant Clothing Purchases form. Complete the forms each month by following the directions below.

Ⓐ MONTH:____ YEAR:____	Fill in the number of the month and year for which the form is being completed. Example: September, 1980 MONTH: 9 YEAR: 80
Ⓑ PERSON COMPLETING FORM	Fill in the name of the person who is completing the form. This is the person to be contacted if any questions come up when the form is reviewed.
Ⓒ STUDENT I. D. NUMBER	This is the school district's seven-digit student identification number. It can be found on the Roster of Migrant Students. Please take care to copy the number correctly. If no number is listed on the Roster, then leave the space blank.
Ⓓ STUDENT NAME	Enter student's name, last name first.
Ⓔ ETHNICITY	This is a code number representing the student's ethnicity. It can be found on the 1980-81 Roster of Migrant Students. The following codes are used: 1 = Indian 2 = Black 3 = Asian 4 = Mexican-American 5 = White If no ethnicity code is listed on the Roster, leave the space blank.

Ⓕ SCHOOL

This is the school district's three-digit school identification number. The number for each school can be found on the attached List of Schools.

Ⓖ GRADE

This is the student's current grade placement. Record grade in the following way:

Student's Grade	Record it:
Pre-K	-1
K	00
1	01
2	02
3	03
4	04
5	05
6	06
7	07
8	08
9	09
10	10
11	11
12	12

Ⓗ DATE

Record the date of the referral or purchase. Include the month, day, year. For example, October 30, 1980 should be recorded 10/30/80. January 1, 1981 should be recorded 01/01/81.

Ⓘ ITEMS REQUESTED/PURCHASED

Place the number of items requested in each column which applies. On the Request form, place the number in the column of each item which was requested on the school's form. On the Purchases form, place the number in the column of each item which was actually purchased. Leave the column blank to indicate that items were not requested/purchased.

Ⓙ TOTAL AMOUNT SPENT

This section appears only on the Clothing Purchases form. The total amount spent on all items listed on each line should be entered here. Complete this column according to the following example:

TOTAL AMOUNT SPENT					
65	66	67	68	69	70
		3	.	2	7
			.	5	9
	1	5	.	8	3
	2	1	.	1	6

Address the completed forms to:

Catherine Christner
Office of Research and Evaluation
Administration Building, Box 79

SCHOOL CODE LISTING

Attachment W-3
(continued, page 4 of 4)

This roster identifies schools in code form, using the codes listed below.

ELEMENTARY SCHOOLS	CODE
Allan	142
Allison	101
Andrews	102
Barrington	149
Barton Hills	103
Becker	104
Blackshear	105
Blanton	106
Brentwood	107
Brooke	108
Brown	109
Bryker Woods	110
Campbell	111
Casis	112
Cook	161
Cunningham	113
Dawson	114
Doss	154
Govalle	116
Graham	159
Gullett	117
Harris	118
Highland Park	119
Hill	155
Houston	162
Joslin	120
Langford	168
Lee	121
Linder	160
Maplewood	122
Mathews	123
Menchaca	147
Metz	124
Norman	150
Oak Hill	148
Oak Springs	125
Odom	156
Ortega	126
Pease	128
Pecan Springs	129
Pillow	151
Pleasant Hill	130
Read	131
Reilly	132
Ridgetop	133
Rosedale	134
Rosewood	135
St. Elmo	136
Sanchez	127
Sims	139
Summitt	138
Sunset Valley	158
Travis Heights	140
Walnut Creek	141
Webb	167
Williams	166
Winn	157
Wooldridge	152
Wooten	144
Zavala	145
Zilker	146

JUNIOR HIGH SCHOOLS	CODE
Bedichek	054
Burnet	046
Dobie	055
Fulmore	043
Lamar	045
Martin	051
Murchison	052
O. Henry	047
Pearce	048
Porter	049

SENIOR HIGH SCHOOLS	CODE
Anderson	009
Austin	002
Crockett	008
Johnson (LBJ)	010
Johnston	003
Lanier	004
McCallum	005
Reagan	006
Travis	007

ALTERNATIVE SCHOOL	CODE
Robbins	265

Page 1 of 2

FILE ID A / P / F

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

___AISD___

YEAR: 1980-81

___UT PF___,___,___
acct. pass. file name

80.40

CONTENTS: Clothing Request Form

Field	Columns	Description
A	1 - 3	APF
B	4 - 7	Month, Year of Form (Month should be numerical; i.e., Oct. = 10)
C	9 - 9	Person Completing Form 1 = Delia Guerrero
D	11 - 17	AISD Student Identification Number
E	18 - 37	Student Name (Last Name (space) First Name)
F	38 - 38	Ethnicity 1 = Amer. Indian 2 = Black 3 = Asian 4 = Mex. Am. 5 = Anglo
G	39 - 41	School Code
H	43 - 44	Grade Pre-K = -1 K = 00 First Grade = 01, etc.
I	46 - 51	Date of Request
J	53 - 53	Number of Shoes Requested
K	54 - 54	" " Socks "
L	55 - 55	" " Jackets "
M	56 - 56	" " Underwear "
N	57 - 57	" " T-Shirts "

W-14

Attachment W-4
(Page 1 of 2)

FILE ID A / P / F

CARD FILE LAYOUT

LOCATION:

___AISD___

___UT PF___,___,___
acct. pass. file name

PROGRAM: Title I Migrant

YEAR: 1980-81

CONTENTS: Clothing Request Form

Field	Columns	Description
O	58 - 58	Number of Dresses Requested
P	59 - 59	" " Blouses "
Q	60 - 60	" " Pants "
R	61 - 61	" " Shirts "
S	62 - 62	" " Coats "
T	63 - 63	Miscellaneous

Attachment W-4
(continued, page 2 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

January 28, 1981

TO: José Mata, Oscar Cantú, Lee Laws, and Alicia Talamantez

FROM: Catherine Christner

SUBJECT: Migrant Clothing Purchases for August through December, 1980

Attached to this memo are:

- A list of the number of clothing requests made, the number of purchases made, and the percent of requests for which clothing purchases have been made at each school.
- A list of the migrant students who have received clothing purchased with Migrant funds at each school.

This information has been provided by Del Guerrero of the Title I Migrant Parental Involvement Office and is current through December of 1980. From August through December, $5,898.80 was spent on clothing purchases. In a number of cases more items were purchased per child than were requested, and items were purchased in addition to those requested.

Each principal of a school where clothing purchases were made will receive a copy of this memo and the purchases made at their school.

Approved: Freda M Holley
Director, Office of Research and Evaluation

Approved: Roberta Hartung
Director, Elementary Education

Approved: Lawrence Buford
Director, Secondary Education

CC:rrf
Attachments

cc:
Tom Adams
E. R. Hinojosa
Karen Simpson
Rudolph Munguia
Norman Whisenant
Wayne Richards
R. D. Evans
Mary Stinson
Jose Saenz
Ellen Bell
Lorraine Phillips
Jose Flores
Alexander Salone
Doris Panosh
Estelle Brooks
Joe Dan Mills
Andrew Guerrero
Roland Johnson
Gilbert Cantu
Marcos Perez
William Armentrout
Fortunato Vera
J. M. Richard
Marlene Anglin
Robert Enos
Charles Akins
Forrest Kline
Adan Salgado
Rodger Wiley
Jack Allison

MIGRANT CLOTHING REQUESTS & PURCHASES
AUGUST - DECEMBER, 1980

Attachment W-6

SCHOOL	NUMBER OF REQUESTS	NUMBER OF PURCHASES	PERCENT OF REQUESTS FOR WHICH CLOTHING PURCHASES HAVE BEEN MADE
ALLAN	50	3	6%
ALLISON	52	42	80.8%
BECKER	50	23	46%
BROOKE	29	15	51.7%
CASIS	66	33	50%
COOK	25	30	Over 100%
CUNNINGHAM	8	9	Over 100%
DAWSON	109	121	Over 100%
GOVALLE	45	52	Over 100%
HIGHLAND PARK	4	4	100%
MAPLEWOOD	17	0	0%
METZ	45	53	Over 100%
ORTEGA	16	14	87.5%
PECAN SPRINGS	7	6	85.7%
RIDGETOP	21	21	100%
ST. ELMO	52	62	Over 100%
SANCHEZ	36	44	Over 100%
WEBB	37	48	Over 100%
ZAVALA	8	12	Over 100%
BURNET	19	8	42.1%
FULMORE	2	4	Over 100%
MARTIN	3	5	Over 100%
MURCHISON	6	3	50%
O. HENRY	7	5	71.4%
PEARCE	12	11	91.7%
ANDERSON	6	22	Over 100%
CROCKETT	7	8	Over 100%
JOHNSTON	48	35	72.9%
LANIER	0	4	Over 100%
TRAVIS	0	2	Over 100%

MIGRANT CLOTHING PURCHASES
FOR August- December, 1980
SCHOOL: Lanier

NUMBER OF ITEMS PURCHASED

NUMBER OF REQUESTS MADE 0

NUMBER OF PURCHASES MADE 4

PERCENT OF REQUESTS FOR WHICH
CLOTHING PURCHASES HAVE BEEN MADE Over 100%

80.40

Student Name	Grade	Shoes	Socks	Jacket	Underwr	T-Shirt	Dress	Blouse	Pants	Shirt	Coat	Misc.	Total Spent
Perez, Jose L.	10								2	2			$ 47.60

W-18

Attachment W-7

Attachment W-8

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 20, 1981

TO: Lee Laws, Oscar Cantú, José Mata
Charles Akins, Principal, Anderson High
Rochelle Cohen, Migrant Teacher, Anderson High
Alicia Talamantez

FROM: Catherine Christner

SUBJECT: Corrections to Migrant Clothing Purchases
August - December, 1980

We recently discovered we had inadvertently left out the clothing purchases made for Anderson migrant students in November of 1980. Enclosed find the corrected list.

Approved: Fred M Holley
Director, Office of Research and Evaluation

Approved: Lawrence Buford
Director, Secondary Education

CC:rrf
Enclosure

MIGRANT CLOTHING PURCHASES
FOR August - December, 1980
SCHOOL: Anderson

Number of Requests Made	57
Number of Purchases Made	61
Number of Purchases Made Which Had Requests	55
Percent of Requests for Which Clothing Purchases Have Been Made	96.5%

NUMBER OF ITEMS PURCHASED

Student Name	Grade	Shoes	Socks	Jacket	Underwr	T-Shirt	Dress	Blouse	Pants	Shirt	Coat	Misc.	Total Spent
Alvarez, David	9								1		1		$ 36.80
Balderas, Felix	9		1					1	1		1		34.17
Balderas, Anita	12							1	1		1		57.58
Cervantes, Alice	11				2			2			1		43.65
Cervantes, Leticia	10				2			2	2		1		79.65
Cervantes, Joe	9										1		14.39
Cruz, Sandra	9		1		3			1	1		1		37.07
Gomez, Henry	10										1		23.40
Juarez, Albert	9		2	1	1				1	1			43.68
Ramirez, Gloria	11										1		25.20
Rendon, David	11								1		1		38.70
Samaripa, Julie	10		2					2	1		1		44.55
Samaripa, Nancy	10		2					2	2		1		61.20
Vasquez, Alicia	11				1			1	1				32.40
Vasquez, Julia	10				2			1	1		1		21.15
													$593.59

W-20

Attachment W-9

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TITLE I MIGRANT

APPENDIX X

MIGRANT CLOTHING PURCHASES FORM

Brief description of the instrument:

The form provides the following information: student I.D., student name, ethnicity, school, grade, date of purchase(s), nature of purchase(s), and amount spent. Space is also provided for the month and year of the purchases and the name of the person completing the form.

To whom was the instrument administered?

The form was completed by the Title I Migrant Parental Involvement Secretary.

How many times was the instrument administered?

Nine times.

When was the instrument administered?

Monthly, from August of 1980 through April of 1981.

Where was the instrument administered?

In the Parental Involvement Secretary's office or location of her choice.

Who administered the instrument?

The Title I Migrant Parental Involvement Secretary.

What training did the administrators have?

The secretary had completed these forms for two previous years in addition to having written instructions available.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The Title I Migrant Evaluator and the Parental Involvement Specialist and her secretary reviewed the instrument developed during previous evaluations and decided to use it again.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No

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Migrant Clothing Purchases Form

Purpose

The Migrant Clothing Purchase Form was completed by the Title I Migrant Parental Involvement Secretary in order to obtain information relevant to the following decision and evaluation questions:

> Decision Question D4: Should the Parental Involvement Component be continued as it is, modified, or deleted?
>
> > Evaluation Question D4-1: Were the Component's objectives met?
> >
> > d) Clothing Purchases
> > During the 1980-81 school year, the Title I Migrant Parental Involvement Office will purchase clothing for needy and eligible migrant children as referred by the Migrant instructional staff and the campus administration. By April, 1981, at least 90% of the students for whom clothing has been requested will have received the clothing.

Information Need I11: How many migrant students participated in support components funded by Title I Migrant during 1980-81?

Procedure

The Clothing Purchase Form (Attachment X-1) was used in 1980-81 to record the purchase of clothing for migrant students. No changes were made in the form from 1979-80. The Migrant Evaluator and the Parental Involvement Specialist agreed that use of the form should be continued. In September the Parental Involvement Specialist was sent a sufficient number of forms for the year (see Attachment X-2 for the cover memo). Also sent were instructions for completion of the form (Attachment X-3).

The Title I Migrant Secretary for the Parental Involvement Component completed the Migrant Clothing Purchase Form on a monthly basis, August, 1980 through March, 1981. After not receiving the forms for some time, the Evaluator contacted the Parental Involvement Office to request the forms. The Title I Secretary told the Evaluator that the Secretary had gotten another job in the District and was no longer there. She had taken the Secretary's place temporarily. She was told of needing the forms as soon as possible. She said she would talk to the Parental Involvement Specialist and call back. After some time, the Evaluator called again to learn the status of the forms. She was told the former secretary was going to return and compile the forms for both April and May and send them to ORE. The forms still were not sent so the Parental Involvement Specialist was called. She assured the Evaluator that she would send them to ORE right away. After a few days the Evaluator called again since the forms were still not received. The Parental Involvement Specialist assured the Evaluator they were all done and had been sent to the Migrant Coordinator. The Evaluator then went to the Migrant Coordinator's office to get the forms. The forms had not been completed--the purchase slips, etc. were there and parts of the forms had been completed. It was not clear what (if any) were requests for April or May, etc. Since the time remaining to analyze these data were at a minimum, it was decided to just include the purchases through March, 1981 since the Evaluator was sure they were complete and correct.

The data were keypunched and verified using the card file layout in Attachment X-4. The data are at U.T. on PF 6634 1298 PURCH81. These data were merged by program FMERGF on PF 6634 1298 to create the data file CLOTH81 on PF 2306 3000. SPSS control files CLTHCON and CLTHCN2 were used to run SPSS programs CROSSBREAK and FREQUENCIES.

In January a summary of the clothing requests and purchases made from August through December of 1980, by school was sent to the principals of these schools, as well as the program staff (see Attachment X-5 for a copy of the memo). These tallies were done by hand. Attachment X-6 is the summary sheet sent, and Attachment X-7 is a sample of the school summary sent. Errors were discussed in the Anderson data reported, so corrected reports were sent (see Attachments X-8, X-9).

Results

Evaluation Question D4-1: Were the component's objectives met?

> *The clothing objective was not met. From August, 1980 through March, 1981, clothing was purchased for only 88.5% of the migrant students for whom it was requested.*

In Figure X-1 is listed the number of students for whom clothing was purchased, broken down by grade and level. Clothing was purchased for 216 students. The largest number of purchases was for elementary students. Very few purchases were made at the junior and senior high levels.

Figure X-2 shows the number of purchases made at each school. The schools with the greatest number of purchases were Dawson, Anderson, Govalle, Allison, Metz, Sanchez, and Webb.

Figure W-1 in Appendix W (Migrant Clothing Requests Form) shows clothing requests were made for 244 students from August, 1980 through March, 1981. During the same period of time; clothing purchases were made for 216 students, or 88.5% of those for whom clothing had been requested.

Figure X-3 compares the expenditures made during 1978-79, 1979-80, and 1980-81 and reveals:

- More clothing requests were made in 1980-81 than in the two previous years. However, it should be noted in 1980-81 clothing purchases and requests were monitored for seven months, whereas purchases/requests were monitored for only six months in 1979-80 and four months in 1978-79. The average number of requests made per month in 1980-81 was 132, compared to 105 in 1979-80, and 179 in 1978-79.

- The percentage of funds spent on the pre-K/elementary level has steadily increased each year since 1978-79, while the percentage of funds spent on the secondary level has decreased each year.

- For 1980-81, the decrease in expenditures for 7th-8th grade students and the increase in expenditures for K-6th grade students is probably due in part to the inclusion of sixth-grade students in elementary schools. In both 1978-79 and 1979-80, sixth-grade students were included in the tally of expenditures for 7th-8th grade students.
- The average expenditure per student rose from $29.09 in 1979-80 to $30.07 in 1980-81.

Figure X-4 shows the monthly clothing expenditures for each school participating in the clothing activities. The schools with the greatest expenditures during the period examined were Anderson ($706.05), Govalle ($477.18), Allison ($430.46), and Metz ($388.86).

Grade	Number of Students for Whom Clothing Was Purchased
Pre-K	56
K	25
1	20
2	25
3	16
4	18
5	8
6	7
Elem	119
7	6
8	6
Jr. High	12
9	14
10	6
11	8
12	1
Sr. High	29
Total	216

Figure X-1. BY-GRADE COUNT OF NUMBER OF STUDENTS FOR WHOM CLOTHING WAS PURCHASED.

School	Number of Students For Whom Clothing Was Purchased
Johnston	8
Travis	4
Crockett	1
Anderson	16
Fulmore	1
Burnet	3
O. Henry	5
Pearce	1
Martin	1
Murchison	1
Allison	16
Becker	9
Brooke	6
Casis	9
Cunningham	2
Dawson	17
Govalle	16
Highland Park	4
Joslin	1
Maplewood	2
Metz	14
Ortega	9
Sanchez	13
Pecan Springs	2
Ridgetop	7
St. Elmo	10
Allan	11
Zavala	8
Cook	7
Webb	13
Total	216

Figure X-2. BY-SCHOOL COUNT OF NUMBER OF MIGRANT STUDENTS FOR WHOM CLOTHING WAS PURCHASED AUGUST, 1980-MARCH, 1981.

	1978-79	1979-80	1980-81
Number of Requests	717	628	926
Total Expenditures for Period Analyzed	$4,930.26 (November-March, 1978-79)	$4,509.14 (October-April, 1979-80)	$6,373.75 (August-March 1980-81)
Percent of Total Spent on Pre-K Students	27%	35%	23.9%
Percent of Total Spent on K-6 Students*	28%	30%	50.7%
Percent of Total Spent on 7-8th Grade Students*	28%	24%	7.6%
Percent of Total Spent on 9-12 Grade Students	17%	10%	17.8%
Average Amount Spent Per Student	$27.24	$29.09	$30.07

* In 1978-79 and 1979-80 the Figures under K-6 and 7-8 students are for K-5 and 6-8 students respectively.

Figure X-3. COMPARISON OF 1978-79 THROUGH 1980-81 MIGRANT EXPENDITURES FOR CLOTHING.

Figure X-4. MONTHLY CLOTHING EXPENDITURES BY SCHOOL, OCTOBER 1980-MARCH 1981.

The top number in each box is the average expenditure for a school during the month in question. The middle number in each box is the number of students for whom purchases were made during the month. The bottom number in each box is the sum of all expenditures made at a school during the month in question.

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SCHOOL

VARIABLE AVERAGED.. MONEY AMOUNT SPENT ON PURCHASES

BY DATE2 DATE OF REQUEST OR PURCHASE

PAGE 1 OF 3

SCHOOL	DATE2 → MEAN / COUNT / SUM	OCTOBER 10	NOVEMBER 11	DECEMBER 12	JANUARY 13	FEBRUARY 14	MARCH 15	ROW TOTAL
ALLISON	101	0	0	31.622	16.960	8.540	0	26.904
		0	0	12	2	2	0	16
		0	0	379.460	33.920	17.080	0	430.460
BECKER	104	38.760	0	34.450	0	0	0	36.366
		4	0	5	0	0	0	9
		155.040	0	172.250	0	0	0	327.290
BROOKE	108	0	32.532	52.690	0	0	0	35.892
		0	5	1	0	0	0	6
		0	162.667	52.690	0	0	0	215.350
CASIS	112	59.400	0	21.216	31.467	0	0	28.876
		1	0	5	3	0	0	9
		59.400	0	106.080	94.400	0	0	259.880
CUNNINGHAM	113	46.380	0	24.200	0	0	0	35.290
		1	0	1	0	0	0	2
		46.380	0	24.200	0	0	0	70.580
DAWSON	114	0	0	38.741	0	0	0	38.741
		0	0	9	0	0	0	9
		0	0	348.670	0	0	0	348.670
GOVALLE	116	32.297	0	22.648	31.613	10.800	0	28.069
		8	0	5	3	1	0	17
		258.360	0	113.240	94.840	10.800	0	477.160
HIGHLAND PARK	119	19.350	0	19.350	9.900	0	0	17.460
		2	0	2	1	0	0	5
		38.700	0	38.700	9.900	0	0	87.300
JOSLIN	12[illegible]	0	0	14.400	0	0	0	14.400
		0	0	1	0	0	0	1
		0	0	14.400	0	0	0	14.400
MAPLEWOOD	122	0	0	36.280	0	0	0	36.280
		0	0	2	0	0	0	2
		0	0	72.560	0	0	0	72.560
TOTAL COLUMN		32.769	33.343	32.791	25.438	15.319	3.470	30.065
		56	39	68	29	17	3	212
		1835.070	1300.380	2229.770	737.690	260.430	10.410	6373.750

Figure X-4. AMOUNT SPENT ON PURCHASES BY SCHOOL. (Page 1 of 3).

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SCHOOL	MEAN COUNT SUM	DATE? OCTOBER 10	NOVEMBER 11	DECEMBER 12	JANUARY 13	FEBRUARY 14	MARCH 15	ROW TOTAL
METZ	124	31.526	0	35.745	14.400	10.800	0	29.912
		7	0	4	1	1	0	13
		220.68	0	142.980	14.400	10.800	0	388.860
ORTEGA	126	26.180	27.410	18.237	0	20.330	0	22.784
		1	4	3	0	3	0	11
		26.180	109.640	54.710	0	60.990	0	250.620
SANCHEZ	127	30.015	41.470	26.580	25.095	0	0	29.828
		9	1	1	2	0	0	13
		270.136	41.470	26.580	50.190	0	0	387.770
RIDGETOP	133	18.395	28.713	0	0	0	0	22.815
		4	3	0	0	0	0	7
		73.581	86.139	0	0	0	0	159.710
ST. ELMO	136	27.223	21.690	0	0	0	0	26.661
		9	1	0	0	0	0	10
		245.010	21.690	0	0	0	0	266.610
ALLAN	142	0	37.480	0	26.532	0	0	27.527
		0	1	0	10	0	0	11
		0	37.480	0	265.320	0	0	302.800
ZAVALA	145	0	19.900	37.800	0	16.400	0	19.500
		0	1	1	0	6	0	8
		0	19.900	37.800	0	98.400	0	156.000
KATHERINE COOK	151	45.723	33.270	0	29.693	0	0	37.074
		3	1	0	3	0	0	7
		137.170	33.270	0	89.080	0	0	259.520
WEBB	157	38.960	29.737	45.800	26.000	16.560	3.470	22.136
		1	3	1	1	2	3	11
		38.960	89.210	45.800	26.000	33.120	10.410	243.500
JOHNSTON HS-173	173	40.950	43.175	46.537	0	0	0	44.157
		1	4	3	0	0	0	8
		40.950	172.700	139.610	0	0	0	353.260
TOTAL COLUMN		32.769	33.343	32.791	25.438	15.319	3.470	30.065
		56	39	68	29	17	3	212
		1835.070	1300.390	2229.770	737.69	260.430	10.410	6373.750

Figure X-4. (continued, page 2 of 3).

SCHOOL

VARIABLE AVERAGED.. MONEY AMOUNT SPENT ON PURCHASE.

SCHOOL	MEAN COUNT SUM	DATES OCTOBER 10	NOVEMBER 11	DECEMBER 12	JANUARY 13	FEBRUARY 14	MARCH 15	ROW TOTAL
TRAVIS HS-007	177	33.250	0	0	0	0	0	33.250
		2	0	0	0	0	0	2
		66.500	0	0	0	0	0	66.500
CROCKETT HS-008	178	46.340	0	0	0	0	0	46.340
		1	0	0	0	0	0	1
		46.340	0	0	0	0	0	46.340
ANDERSON HS-009	179	0	39.481	35.274	19.880	15.750	0	35.302
		0	11	5	3	1	0	20
		0	434.290	196.370	59.640	15.750	0	706.050
FULMORE JHS-043	183	0	24.830	0	0	0	0	24.830
		0	1	0	0	0	0	1
		0	24.830	0	0	0	0	24.830
BURNET JHS-046	186	53.810	0	48.385	0	0	0	50.193
		1	0	2	0	0	0	3
		53.810	0	96.770	0	0	0	150.580
O. HENRY JHS-047	187	0	22.767	26.100	0	0	0	24.433
		0	3	3	0	0	0	6
		0	68.300	78.300	0	0	0	146.600
PEARCE JHS-049	188	57.940	0	0	0	0	0	57.940
		1	0	0	0	0	0	1
		57.940	0	0	0	0	0	57.940
MARTIN JHS-151	191	0	0	49.050	0	14.390	0	31.720
		0	0	1	0	1	0	2
		0	0	49.050	0	14.390	0	63.440
HUTCHINSON JHS-?	192	0	0	39.150	0	0	0	39.150
		0	0	1	0	0	0	1
		0	0	39.150	0	0	0	39.150
TOTAL COLUMN		32.769	33.343	32.791	25.438	15.319	3.470	30.065
		56	39	68	29	17	3	212
		1835.07	1300.393	2229.110	737.690	260.430	10.410	6373.750

Figure X-4. (continued, page 3 of 3).

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APG
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(1-3)

Migrant Clothing Purchases

CODE FOR CLOTHING ITEMS:
Leave Blank = No item(s) purchased
1 = Item(s) purchased

Ⓐ FOR MONTH ________ (4-5) YEAR 80 (6-7) Ⓑ PERSON COMPLETING FORM ____ (9)

Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ	Ⓗ	Ⓘ											Ⓙ
STUDENT ID NUMBER (11-17)	STUDENT NAME (18-37)	ETHNICITY (38)	SCHOOL (39-41)	GRADE (43-44)	DATE (46-51)	SHOES 53	SOCKS 54	JACKET 55	UNDERWEAR 56	T-SHIRT 57	DRESS 58	BLOUSE 59	PANTS 60	SHIRT 61	COAT 62	MISC. 63	TOTAL AMOUNT SPENT 65 66 67 68 69 70
																	.
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																	.
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X-13

Attachment X-1

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AUSTIN INDEPENDENT SCHOOL DISTIRCT
Office of Research and Evaluation

September 10, 1980

TO: Alicia Talamántez

Catherine

FROM: Catherine Christner

SUBJECT: Title I Migrant Clothing Requests Form
Title I Migrant Clothing Purchases Form

As per our conversation on September 5, 1980, I have made no changes in the Clothing Requests and Clothing Purchases Forms from last year, except to reduce the forms from legal to letter size sheets. Enclosed are two hundred copies of both forms for your use.

Also enclosed with the forms are directions for the completion of each form. Complete each form monthly and return to me. If you have any questions or concerns about these forms or other evaluation related matters, please call me.

Approved: Freda M. Holley
Director, Office of Research and Evaluation

CC:rrf
Enclosures

cc: Lee Laws
Oscar Cantu
Jose Mata

INSTRUCTIONS FOR THE MIGRANT CLOTHING REQUESTS AND MIGRANT CLOTHING PURCHASES FORMS

Two separate forms are to be filled out regarding migrant clothing services. The Migrant Clothing Requests form is to be used for recording clothing referrals made by the school. Each referral slip should be recorded on a separate line of the Migrant Clothing Requests form. The Migrant Clothing Purchases form is to be used for recording the actual purchase of clothing items. All items purchased during each month should be listed on this form. All purchases made for each student should be listed on a separate line on the Migrant Clothing Purchases form. Complete the forms each month by following the directions below.

Ⓐ MONTH:____ YEAR:____	Fill in the number of the month and year for which the form is being completed. Example: September, 1980 MONTH: 9 YEAR: 80
Ⓑ PERSON COMPLETING FORM	Fill in the name of the person who is completing the form. This is the person to be contacted if any questions come up when the form is reviewed.
Ⓒ STUDENT I. D. NUMBER	This is the school district's seven-digit student identification number. It can be found on the Roster of Migrant Students. Please take care to copy the number correctly. If no number is listed on the Roster, then leave the space blank.
Ⓓ STUDENT NAME	Enter student's name, last name first.
Ⓔ ETHNICITY	This is a code number representing the student's ethnicity. It can be found on the 1980-81 Roster of Migrant Students. The following codes are used: 1 = Indian 2 = Black 3 = Asian 4 = Mexican-American 5 = White If no ethnicity code is listed on the Roster, leave the space blank.

Ⓕ SCHOOL

This is the school district's three-digit school identification number. The number for each school can be found on the attached List of Schools.

Ⓖ GRADE

This is the student's current grade placement. Record grade in the following way:

Student's Grade	Record it:
Pre-K	-1
K	00
1	01
2	02
3	03
4	04
5	05
6	06
7	07
8	08
9	09
10	10
11	11
12	12

Ⓗ DATE

Record the date of the referral or purchase. Include the month, day, year. For example, October 30, 1980 should be recorded 10/30/80. January 1, 1981 should be recorded 01/01/81.

Ⓘ ITEMS REQUESTED/PURCHASED

Place the number of items requested in each column which applies. On the Request form, place the number in the column of each item which was requested on the school's form. On the Purchases form, place the number in the column of each item which was actually purchased. Leave the column blank to indicate that items were not requested/purchased.

Ⓙ TOTAL AMOUNT SPENT

This section appears only on the Clothing Purchases form. The total amount spent on all items listed on each line should be entered here. Complete this column according to the following example:

TOTAL AMOUNT SPENT

65	66	67	68	69	70
		3	.	2	7
			.	5	9
	1	5	.	8	3
	2	1	.	1	6

Address the completed forms to:

Catherine Christner
Office of Research and Evaluation
Administration Building, Box 79

SCHOOL CODE LISTING

This roster identifies schools in code form, using the codes listed below.

ELEMENTARY SCHOOLS	CODE
Allan	142
Allison	101
Andrews	102
Barrington	149
Barton Hills	103
Becker	104
Blackshear	105
Blanton	106
Brentwood	107
Brooke	108
Brown	109
Bryker Woods	110
Campbell	111
Casis	112
Cook	161
Cunningham	113
Dawson	114
Doss	154
Govalle	116
Graham	159
Gullett	117
Harris	118
Highland Park	119
Hill	155
Houston	162
Joslin	120
Langford	168
Lee	121
Linder	160
Maplewood	122
Mathews	123
Menchaca	147
Metz	124
Norman	150
Oak Hill	148
Oak Springs	125
Odom	156
Ortega	126
Pease	128
Pecan Springs	129
Pillow	151
Pleasant Hill	130
Read	131
Reilly	132
Ridgetop	133
Rosedale	134
Rosewood	135
St. Elmo	136
Sanchez	127
Sims	139
Summitt	138
Sunset Valley	158
Travis Heights	140
Walnut Creek	141
Webb	167
Williams	166
Winn	157
Wooldridge	152
Wooten	144
Zavala	145
Zilker	146

JUNIOR HIGH SCHOOLS	CODE
Bedichek	054
Burnet	046
Dobie	055
Fulmore	043
Lamar	045
Martin	051
Murchison	052
O. Henry	047
Pearce	048
Porter	049

SENIOR HIGH SCHOOLS	CODE
Anderson	009
Austin	002
Crockett	008
Johnson (LBJ)	010
Johnston	003
Lanier	004
McCallum	005
Reagan	006
Travis	007

ALTERNATIVE SCHOOL	CODE
Robbins	265

Page __ of __

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FILE ID A/ P/ G

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

__AISD__________

YEAR: 1980-81

__UT PF____,____,__________
acct. pass. file name

CONTENTS: Clothing Purchase Form

Field	Columns	Description
A	1 - 3	APG
B	4 - 7	Month, Year of Form (Month should be numerical; i.e., Oct. = 10)
C	9 - 9	Person completing form 1 = Delia Guerrero
D	11 - 17	AISD Student Identification Number
E	18 - 37	Student Name (Last Name (space) First Name)
F	38 - 38	Ethnicity 1 = Amer. Indian 2 = Black 3 = Asian 4 = Mex. Amer. 5 = Anglo
G	39 - 41	School Code
H	43 - 44	Grade Pre-K = -1 K = 00 First Grade = 01, etc.
I	46 - 51	Date of Purchase
J	53 - 53	Number of Shoes Purchased
K	54 - 54	" " Socks "
L	55 - 55	" " Jackets "
M	56 - 56	" " Underwear "
N	57 - 57	" " T-Shirts "

Attachment X-4
(Page 1 of 2)

Page 2 of 2

FILE ID A / P / G

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

___AISD___

YEAR: 1980-81

___UT PF____,____,________
acct. pass. file name

CONTENTS: Clothing Purchase Form

Field	Columns	Description
O	58 - 58	Number of Dresses Purchased
P	59 - 59	" " Blouses "
Q	60 - 60	" " Pants "
R	61 - 61	" " Shirts "
S	62 - 62	" " Coats "
T	63 - 63	Miscellaneous
U	65 - 70	Amount Spent

Attachment X-4
(continued, page 2 of

80.40 Attachment X-5

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

January 28, 1981

TO: José Mata, Oscar Cantú, Lee Laws, and Alicia Talamantez

FROM: Catherine Christner CC

SUBJECT: Migrant Clothing Purchases for August through December, 1980

Attached to this memo are:

- A list of the number of clothing requests made, the number of purchases made, and the percent of requests for which clothing purchases have been made at each school.
- A list of the migrant students who have received clothing purchased with Migrant funds at each school.

This information has been provided by Del Guerrero of the Title I Migrant Parental Involvement Office and is current through December of 1980. From August through December, $5,898.80 was spent on clothing purchases. In a number of cases more items were purchased per child than were requested, and items were purchased in addition to those requested.

Each principal of a school where clothing purchases were made will receive a copy of this memo and the purchases made at their school.

Approved: Freda M. Holley
Director, Office of Research and Evaluation

Approved: Roberta Hartung
Director, Elementary Education

Approved: Lawrence Buford
Director, Secondary Education

CC:rrf
Attachments

cc: Tom Adams
E. R. Hinojosa
Karen Simpson
Rudolph Munguia
Norman Whisenant
Wayne Richards
R. D. Evans
Mary Stinson
Jose Saenz
Ellen Bell
Lorraine Phillips
Jose Flores
Alexander Salone
Doris Panosh
Estelle Brooks
Joe Dan Mills
Andrew Guerrero
Roland Johnson
Gilbert Cantu
Marcos Perez
William Armentrout
Fortunato Vera
J. M. Richard
Marlene Anglin
Robert Enos
Charles Akins
Forrest Kline
Adan Salgado
Rodger Wiley
Jack Allison

MIGRANT CLOTHING REQUESTS & PURCHASES
AUGUST - DECEMBER, 1980

SCHOOL	NUMBER OF REQUESTS	NUMBER OF PURCHASES	PERCENT OF REQUESTS FOR WHICH CLOTHING PURCHASES HAVE BEEN MADE
ALLAN	50	3	6%
ALLISON	52	42	80.8%
BECKER	50	23	46%
BROOKE	29	15	51.7%
CASIS	66	33	50%
COOK	25	30	Over 100%
CUNNINGHAM	8	9	Over 100%
DAWSON	109	121	Over 100%
GOVALLE	45	52	Over 100%
HIGHLAND PARK	4	4	100%
MAPLEWOOD	17	0	0%
METZ	45	53	Over 100%
ORTEGA	16	14	87.5%
PECAN SPRINGS	7	6	85.7%
RIDGETOP	21	21	100%
ST. ELMO	52	62	Over 100%
SANCHEZ	36	44	Over 100%
WEBB	37	48	Over 100%
ZAVALA	8	12	Over 100%
BURNET	19	8	42.1%
FULMORE	2	4	Over 100%
MARTIN	3	5	Over 100%
MURCHISON	6	3	50%
O. HENRY	7	5	71.4%
PEARCE	12	11	91.7%
ANDERSON	6	22	Over 100%
CROCKETT	7	8	Over 100%
JOHNSTON	48	35	72.9%
LANIER	0	4	Over 100%
TRAVIS	0	2	Over 100%

473

MIGRANT CLOTHING PURCHASES
FOR August- December, 1980
SCHOOL: Lanier

NUMBER OF ITEMS PURCHASED

NUMBER OF REQUESTS MADE 0

NUMBER OF PURCHASES MADE 4

80.40

PERCENT OF REQUESTS FOR WHICH CLOTHING PURCHASES HAVE BEEN MADE Over 100%

Student Name	Grade	Shoes	Socks	Jacket	Underwr	T-Shirt	Dress	Blouse	Pants	Shirt	Coat	Misc.	Total Spent
Perez, Jose L.	10								2	2			$ 47.60

Attachment X-7

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 20, 1981

TO: Lee Laws, Oscar Cantú, José Mata
Charles Akins, Principal, Anderson High
Rochelle Cohen, Migrant Teacher, Anderson High
Alicia Talamantez

FROM: Catherine Christner CC

SUBJECT: Corrections to Migrant Clothing Purchases
August - December, 1980

We recently discovered we had inadvertently left out the clothing purchases made for Anderson migrant students in November of 1980. Enclosed find the corrected list.

Approved: Freda M Holley
Director, Office of Research and Evaluation

Approved: Lawrence Buford
Director, Secondary Education

CC:rrf
Enclosure

MIGRANT CLOTHING PURCHASES
FOR August - December, 1980
SCHOOL: Anderson

Number of Requests Made	57
Number of Purchases Made	61
Number of Purchases Made Which Had Requests	55
Percent of Requests for Which Clothing Purchases Have Been Made	96.5%

NUMBER OF ITEMS PURCHASED

Student Name	Grade	Shoes	Socks	Jacket	Underwr	T-Shirt	Dress	Blouse	Pants	Shirt	Coat	Misc.	Total Spent
Alvarez, David	9								1		1		$ 36.80
Balderas, Feliz	9		1					1	1		1		34.17
Balderas, Anita	12							1	1		1		57.58
Cervantes, Alica	11				2			2			1		43.65
Cervantes, Leticia	10				2			2	2		1		79.65
Cervantes, Joe	9										1		14.39
Cruz, Sandra	9		1		3			1	1		1		37.07
Gomez, Henry	10										1		23.40
Juarez, Albert	9		2	1	1				1	1			43.68
Ramirez, Gloria	11										1		25.20
Rendon, David	11								1		1		38.70
Samaripa, Julie	10		2					2	1		1		44.55
Samaripa, Nancy	10		2					2	2		1		61.20
Vasquez, Alicia	11				1			1	1				32.40
Vasquez, Julia	10				2			1	1		1		21.15
													$593.59

X-25

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Attachment X-9

TITLE I MIGRANT

APPENDIX Y

HEALTH SERVICES FORM

Instrument Description: Health Services Form

Brief description of the instrument:

The form provides information about health services delivered by the Migrant Nurse. The information includes: student name, ethnicity, student I.D., nature of contact by the Migrant Nurse, problem, resolution by the Migrant Nurse, and outcome. Space is also provided for the name of the school and the month for which the form was completed.

To whom was the instrument administered?

The Migrant Nurse and her staff completed the forms.

How many times was the instrument administered?

Eight times.

When was the instrument administered?

Monthly, from September of 1980 through April of 1981.

Where was the instrument administered?

In the Migrant Nurse's office or other location of her choice.

Who administered the instrument?

The form was completed by the Migrant Nurse and her staff.

What training did the administrators have?

The Migrant Nurse and her staff had completed these forms for two previous years in addition to having written instructions available.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The Migrant Nurse and the Title I Migrant Evaluator reviewed the instrument developed during previous evaluations and decided to use it again. For the Migrant Nurse's convenience a column was added for her to check when a case was completed.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

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HEALTH SERVICES FORM

Purpose

The Health Services Form was completed by the Migrant Nurse in order to obtain information relevant to the following decision and evaluation questions:

Decision Question D3: Should the Health Services Component be continued as it is, modified, or deleted?

Evaluation Question D3-1: Were the Component's objectives met?

The Migrant Nurse set the following objectives for herself:

Pre-K
During the 1980-81 school year the Migrant Nurse will provide health services to 90% of the migrant students who are enrolled in the pre-kindergarten classes.

K-12
The Migrant Nurse will provide health services to 50% of the migrant students in grades K-12 who are enrolled in program schools. Services will be offered to only students who meet the criteria of low-income families.

Evaluation Question D3-2: How many migrant students (by grade) were served by the Migrant Nurse?

Evaluation Question D3-3: What services did migrant students receive?

Information Need I12: How many migrant students were served by instructional and/or support Components of the Migrant Program (by grade and ethnicity) during 1980-81?

Procedure

The Health Services Form was developed in 1977 by the Title I Migrant Evaluator and the Migrant Nurse. The form was designed to describe the individual student student contacts made by the Migrant Nurse.

The Migrant Nurse has completed the Health Services Form every school year beginning with the 1977-78 school year. In August of 1980, the Migrant Evaluator met with the Migrant Nurse to determine whether or not the Health Services Form should be used during 1980-81. It was agreed to continue using the form. The only modification made from the 1979-80 form was adding a column (for the Nurse's convenience) to check when a health problem was resolved. See Attachment Y-1 for a copy of the form used. The same instructions were used as last year, with only slight modifications made to change the name of the Migrant Evaluator. See Attachment Y-2. In completing the form the Nurse recorded health problem(s) experienced by each student. The problem codes used with the form were the ones designated by the Migrant Student Record Transfer System. Attachment Y-3 defines the problem codes used.

In October the Nurse called and asked if she could no longer list follow-ups on the form after October. Since it had been at the Nurse's suggestion that follow-ups be recorded in the first place, she was told to leave them off if this made recordkeeping easier for her.

The data on the Health Services Form were keypunched, one card per contact. Attachment Y-4 is a copy of the card file layout. The data file is available at UT on PF6634, 1298 HLTH81. HLTH81 was sorted by I.D. using SPSS file HLTHSRT on UT PF7156 3069. The unduplicated count of students was accomplished using file HLTHDEL on PF7156 3069. The data was then resaved under HLTH02 on PF7156 3069. The SPSS file CON2 on UT PF6634 1298 was used to run SPSS CONTAB program on HLTH81 and on HLTH02. The SPSS control file FREQC1 on UT PF7156 3069 was used to run SPSS Frequencies on HLTH02. Additional information was processed at AISD. The unduplicated data file is EU0HELTH02 and the duplicated data file is EI0HELTH01. The EDSTAT program CONTAB (control file EI0HELTH02) was run to measure the achievement of the objectives.

Results

Evaluation Question D3-1: Were the Component's objectives met?

Pre-K

The Migrant Nurse met her pre-K objective by serving 140 of the pre-K migrant students. This figure is 93.3% of the 150 pre-K students (includes those currently in school plus those withdrawn from school).

K-12

The Migrant Nurse met her objective by serving 54% (347) of the K-12 students in the program schools, during September through April of 1981.

Figure Y-1 lists the students served at each campus visited by the Migrant Nurse. A total of 618 students were served at all levels. This year the migrant students were considerably more spread out in that in 1979-80 the Nurse saw students on 28 campuses and this year the number of campuses visited increased to 49. Figure Y-2 provides a monthly tally (September through April) of the student contacts made by the Nurse.

Evaluation Question D3-2: How many migrant students (by grade) were served by the Migrant Nurse?

Figure Y-2 lists the duplicated and unduplicated counts of students seen by grade.

Evaluation Question D3-3: What services did migrant students receive?

Figure Y-4 shows the number of times each type of nursing activity occurred. Since follow-ups were no longer coded after October, they are not included here.

In September and October the Nurse made 70 follow-up contacts. This was an activity considered important by the Nurse, so follow-ups were still conducted even though no longer coded on the Health Services Form.

The Nurse encountered a wide variety of health problems in her contacts with the migrant students as shown in Figure Y-5. The most common problems were failed dental screening, health supervision, and failed vision screening.

Information Need I12: How many migrant students were served by instructional and/or support components of the Migrant Program (by grade and ethnicity) during 1980-81?

Figure Y-6 gives the ethnicity breakdown by grade of the migrant students seen. Hispanic students made up 98.9% of the migrant students seen.

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SCHOOL	DUPLICATED COUNT OF STUDENTS SERVED	UNDUPLICATED COUNT OF STUDENTS SERVED
Austin	2	2
Johnston	28	17
Reagan	1	1
Travis	35	22
Crockett	34	17
Anderson	43	29
Fulmore	10	8
Lamar	1	1
Burnet	3	1
O. Henry	36	22
Pearce	2	1
Porter	11	6
Martin	54	25
Murchison	8	5
Allison	75	36
Barton Hills	11	3
Becker	64	37
Blackshear	4	1
Blanton	2	1
Brooke	176	60
Campbell	3	2
Casis	3	2
Cunningham	2	2
Dawson	97	51
Govalle	36	20
Gullett	1	1
Highland Park	57	27
Joslin	7	4
Maplewood	8	4
Metz	60	24
Oak Springs	1	1
Ortega	65	24
Sanchez	134	34
Pecan Springs	1	1
Ridgetop	18	10
Rosewood	18	6
St. Elmo	84	39
Sims	3	3
Travis Heights	8	4
Allan	33	17
Zavala	9	6
Barrington	1	1
Odom	6	3
Graham	1	1
Cook	17	10
Houston	2	2
Webb	70	20
Langford	6	3
Teenage Parent	2	1
Totals	1,353	618

Figure Y-1. COUNT OF MIGRANT STUDENTS SERVED AT EACH SCHOOL DURING SEPTEMBER - APRIL, 1980-81. Duplicated indicates number of contacts with students at that school. Unduplicated indicates number of students seen (regardless of number of times each student was seen).

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Month	Number of Student Contacts
September	282
October	328
November	100
December	92
January	184
February	148
March	128
April	91
	1,353

Figure Y-2. DUPLICATED COUNT OF STUDENTS CONTACTED EACH MONTH (SEPTEMBER , 1980 - APRIL, 1981).

GRADE	DUPLICATED COUNT OF STUDENTS SERVED	UNDUPLICATED COUNT OF STUDENTS SERVED
Pre-K	400	140
Kindergarten	146	65
1	119	62
2	86	43
3	87	44
4	96	41
5	77	33
6	71	31
7	68	33
8	57	36
9	90	47
10	26	20
11	24	17
12	6	6
Total	1,353	618

Figure Y-3. COUNT OF MIGRANT STUDENTS SERVED AT EACH GRADE LEVEL DURING SEPTEMBER - APRIL, 1980-81.

Activity	Number of Times Activity Was Performed
Initial Contact	1267
Scheduled Screening	370
Non-Scheduled Exam	139
Phone Call by Migrant Nurse	400
Referral to M.D.	358
Referral to Dentist	359
Home Visit	68
Counseling or Teaching	457
Phone Call or Note to Parents	793

Figure Y-4. TALLY OF VARIOUS NURSING ACTIVITIES (SEPTEMBER, 1980 - APRIL, 1981).

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Problem Code	Frequency	Percentage	Problem
1712	388	29	Failed dental screening
1601	253	19	Health Supervision
525	127	9	Failed vision screening test
108	72	5	Pediculosis
703	60	4	Upper resp. infection, cold, sore throat, etc.
1305	57	4	Other ill-defined conditions
1006	51	4	Other problems of skin/subcutaneous tissue
9999	46	3	Undefined problems
519	32	2	Needs glasses
509	24	2	Other eye problems
507	24	2	Otitis media
303	23	2	Obesity
526	22	2	Failed hearing screening test
903	19	1	Other genito-urinary
1102	16	1	Other diseases of the muscular-skeletal system
1302	14	1	Headache
1001	11	1	Impetigo
508	10	1	Other ear problems
702	9	1	Influenza and pneumonia
803	6	>1	Other prob. of digestive system
1003	6	>1	Ringworm
0	5	>1	No problem found
520	5	>1	Wears glasses
304	4	>1	Other endocrine nutrit/metabolic problems
522	4	>1	Referral (eyes)
1209	4	>1	Heart murmur
701	3	>1	Asthma
1002	3	>1	Scabies
1402	3	>1	Fracts. of extremities
1403	3	>1	Disloc., sprain, strain
1711	3	>1	Cavities
105	2	>1	Hepatitis
107	2	>1	Mumps
118	2	>1	Streptoccocal infections
119	2	>1	Other infective, parasit.
523	2	>1	Amblyopia
1004	2	>1	Dermatitis
1405	2	>1	Burns
1710	2	>1	Referral (dental)
1717	2	>1	Other dental problems
2200	2	>1	Examination-Vision, Dental, Health and other
120	1	>1	Athlete's foot
517	1	>1	Astigmatism

Figure Y-5. NUMBER AND PERCENTAGE OF CONTACTS MADE FOR EACH HEALTH PROBLEM. (Page 1 of 2)

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Problem Code	Frequency	Percentage	Problem
1100	1	>1	Diseases of muscular-skeletal syst.
1101	1	>1	Arthritis/Rheumatism
1103	1	>1	Scoliosis screening (positive)
1105	1	>1	Scoliosis screening (negative)
1201	1	>1	Cardio-vascular (heart defect)
1204	1	>1	Other congenital anomalies
1304	1	>1	Infestations, ticks
1308	1	>1	Nose bleed
1404	1	>1	Laceration, open wound
1504	1	>1	Drugs
1507	1	>1	Plants
1513	1	>1	Insects
1605	1	>1	X-Ray
1606	1	>1	EEG Electroencephlalogram
1608	1	>1	Medication prescribed
1801	1	>1	Disord-Articulation
1803	1	>1	Disord-Lang. symbulizat.
1804	1	>1	Disord-Rhythm (stutter)
521	1	>1	Wears hearing aid
528	1	>1	Biting nails
605	1	>1	Other problems of circulatory syst./ Other heart
1005	1	>1	Eczema

Figure Y-5. (continued, page 2 of 2)

Grade	Hispanic	Black	Anglo	Oriental
Pre-K	136	4	0	0
K	64	1	0	0
1	58	3	1	0
2	43	0	0	0
3	44	0	0	0
4	37	1	2	1
5	33	0	0	0
6	31	0	0	0
7	32	1	0	0
8	34	0	1	1
9	46	1	0	0
10	20	0	0	0
11	17	0	0	0
12	6	0	0	0
Total	611	11	4	2

Figure Y-6: COUNT OF MIGRANT STUDENTS SERVED (BY GRADE LEVEL AND ETHNICITY) BY THE MIGRANT NURSE FROM SEPTEMBER-APRIL, 1980-81.

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MIGRANT HEALTH SERVICES FORM

SCHOOL: ____________________

DATE: ____________________

NAME (LAST, FIRST)	AISD ID NUMBER (TO BE COMPLETED BY ORE)	ETHNICITY	GRADE	INITIAL = 1 FOLLOW-UP = 2	CONTACT BY MIG. NURSE			PROBLEM(S)	RESOLUTION BY MIGRANT NURSE					OUTCOME	COMPLETED ☑
					REGULARLY SCHEDULED SC	NON-SCH. EXAM	HANDLED BY PHONE*		REFERRED TO MD	REFERRED TO DENTIST	HOME VISIT	COUNSELING OR TEACHING	PHONE CALL or NOTE to PARENT		

*And other contacts as coded

Y-11

Attachment Y-1

INSTRUCTIONS: HEALTH SERVICES FORM AND MEDICAL EXPENSES FORM

The Health Services Form and the Medical Expenses Form should be completed monthly and sent to Catherine Christner, O. R. E.

Health Services Form

For the purposes of completing the Health Services Form, two definitions need to be established. A "contact" can be defined as a series of events which follow these stages:

a. an initial information-gathering phase where the Nurse examines the student or discusses the problem by phone,

b. the definition of the problem, and

c. some action by the Nurse to resolve the problem.

A series of contacts for the same problem would constitute an "episode." Each contact in an episode should be recorded on a separate line of the form. All contacts will require that information be recorded about the first two stages, although not all contacts will have a recorded resolution. For example, if a student was seen by the Nurse for a follow-up blood pressure check and no action was taken other than to reschedule a third exam, none of the "resolution" categories on the form would be marked.

Completing the Form

Name: Enter the student's name, last name first. The name should be as it appears on the roster of migrant students rather than a nickname.

AISD I. D. Number: The student's AISD identification number. Leave these spaces blank and they will be filled in by ORE personnel.

Ethnicity: Use the following codes to indicate the ethnicity of the student receiving services: (1) American Indian, (2) Black, not of Hispanic origin, (3) Asian or Pacific Islander, (4) Hispanic, and (5) White, not of Hispanic origin.

Grade: The student's grade in school. Use "99" to indicate special education students.

Initial, etc.: In this column, indicate whether the contact is the initial contact or a subsequent contact in an episode. Indicate an initial contact by placing a "1" in the space. The second and following contacts should each be indicated by a "2."

Note: After October, follow-up contacts were no longer coded.

Contact by Migrant Nurse: The form has three classes of initial information-gathering contacts by the Migrant Nurse.

a. Scheduled Screening. This is a screening or exam given at a scheduled time at the student's school. This would not include, for example, a scheduled follow-up exam which was separate from the scheduled exams given to other members of a student's school.

b. Non-Scheduled Exam. This would include any exam given by the Nurse at the student's school or in her office which would not be classified as a scheduled screening.

c. Handled by Phone. Use the following codes in this category:

1 = The Nurse diagnoses the problem and takes some action by phone without seeing the student.

2 = Immunization Record Check

3 = Other

Problem(s): In the space under this heading, write in the problem found. Then follow the verbal description of the problem with the 4-digit MSRTS Code. If no problem was found, enter 0000. Use 9999 to indicate no appropriate code was available or the code was unknown. Use 1305 to indicate the student's condition is ill-defined. A problem exists, but no diagnosis is available.

Resolution by Migrant Nurse: One or more of the columns under this heading will usually be completed following each examination by the Migrant Nurse. There may be some cases where none of the actions listed were taken. If multiple actions are taken for a given column (for example, two home visits), indicate the number of occurrences. Otherwise, place a "1" in the proper space to indicate actions taken. If some unlisted action is taken, write "other" and a description in the "Outcome" column. Under the referral headings, "W" means "on the waiting list."

When situations arise which are not readily recorded on the form, please call Catherine Christner so that some agreed-upon solution can be reached.

A completed column was added for your convenience to check when the case has been concluded.

Medical Expenses Form

The "Medical Expenses Form" is to be completed monthly, based on the bills received during that month.

The Medical Expenses Form is completed simply by filling in the name and grade of the students for whom Migrant monies were expended during the month and the amounts of those charges. These amounts should be taken from the bills received from the doctors, pharmacists, etc. during the month. If a student visits the doctor one month and the bill is received the following month, then the referral should be listed on the Health Services Form for the first month, and the expenditures should be recorded on the Medical Expenses Form for the second month.

NOTES:

1. Under "Lab or Glasses," the amount should be followed by an L or G to indicate lab or glasses.

Attachment Y-3
(Page 1 of 5)

HEALTH PROBLEM CODE TABLE

CODE	HEALTH PROBLEM	EH LINKAGES
1400	ACCIDENTS, TRAUMA AND INJURIES	
1401	FRACTS. OF SKULL, SPINE, AND TRUNK	206
1402	FRACTS. OF EXTREMITIES	206
1403	DISLOC, SPRAIN, STRAIN	206
1404	LACERATION, OPEN WOUND	206
1405	BURNS	206
1406	POISONING-TOXIC EFFECT	206
1500	ALLERGIC CONDITIONS TO EXTRANEOUS AGENTS	
1501	DETERGENTS	206
1502	OILS AND GREASE	206
1503	SOLVENTS	206
1504	DRUGS	206
1505	CHEMICALS	206
1506	FOODS	205 206
1507	PLANTS	206
1508	ANIMALS	206
1509	ULTRA-VIOLET RADIATION (EXCEPT SUNBURN)	206
1510	UNSPECIFIED CAUSE	206
1511	ASA ASPIRIN	206
1512	PENICILLIN	206
1513	INSECTS	206
1514	WASP OR BEE STINGS	206
1800	COMMUNICATIVE DISORDERS	204
1801	DISORD ARTICULATION	204
1802	DISORDERS OF VOICE	204
1803	DISORD LANG. SYMBULIZAT	204
1804	DISORD RHYTHM (STUTTER)	204
1200	CONGENITAL ANOMALIES	
1201	CARDIO-VASCULAR (HEART DEFECT)	101 206
1202	CONGENITAL HIP (POSSIBL MOTOR IMPAIRMENT)	203
1203	CLEFT LIP/PALATE (POSS. SPEECH IMPAIRMENT)	204
1204	OTH CONGENIT. ANAMOLIES	206
1205	HERNIA	101 206
1206	UMBILICAL HERNIA	101 206
1207	NYSTAGMUS	201
1208	STRABISMUS	201
1209	HEART MURMUR	
1210	FLAT FOOTED	
1700	DENTAL HEALTH	205 206
1701	EXTRACTION	
1702	FILLINGS	
1703	PARTIAL	
1704	DENTURES	
1705	BRACES	
1706	PROPHYLASIX	
1707	PERMANENT BRIDGE	
1708	ROOT CANAL	
1709	CAPPING	
1710	REFERRAL	
1711	CAVITIES	

CODE	HEALTH PROBLEM	EH LINKAGES			
1712	FAILED DENTAL SCREENING				
1100	DISEASES OF MUSCULU-SKELETAL SYSTEM				
1101	ARTHRITIS/RHEUMATISM	101	203		
1102	OTHER DISEASES OF THE MUSCULU-SKELETAL SYSTEM	101	203		
1103	SCOLIOSIS SCREENING				
1104	LEOPARTHAS				
0400	DISEASES OF THE BLOOD-FORMING ORGANS				
0401	SICKLE CELL ANEMIA	101	203	206	
0402	HEMOPHILIA	101	203	206	
0403	LEUKEMIA	101	203	206	
0404	ANEMIA	101	203	206	
0405	GLYCEMA	101	203	206	
0600	DISEASES OF THE CIRCULATORY SYSTEM				
0601	CARDIOVASCULAR DISEASES	101			
0602	CEREBRAL VASC. ACCIDENT	206			
0603	HYPERTENSION	206			
0604	RHEUMATIC FEVER/RHEUMA-TIC HEART DISEASE	101	206		
0605	OTHER PROBS OF CIRCULATORY SYSTEM/OTHER HEART	206			
0800	DISEASES OF THE DIGESTIVE SYSTEM				
0801	DISEASES OF THE LIVER	206			
0802	GASTROENTERITIS/COLITIS				
0803	OTHER PROB OF DIGESTIVE SYSTEM	206			
0804	ESOPHAGUS MALFUNCTION				
0900	DISEASES OF THE GENITO-URINARY SYSTEM				
0901	DISEASES OF THE KIDNEY/BLADDER	206			
0902	DISEASES OF GENITAL ORG	206			
0903	OTHER GENITO-URINARY	206			
0500	DISEASES OF THE NERVOUS SYSTEM				
0501	PARAPLEGIC/QUADRAPLEGIC	101	203	204	2
0502	BLIND/PARTIALLY BLIND	201	203		
0503	CATARACT (EXCEPT CONGENITAL)	201	203		
0504	DEAF/PARTIALLY DEAF	202			
0505	GLAUCOMA	201			
0506	MTR NEURON DISORDER (INC POST-POLIO) MTR IMPRMNT	101	203		
0507	OTITIS MEDIA	202			
0508	OTHER EAR PROBLEMS	202			
0509	OTHER EYE PROBLEMS	201			
0510	SPEECH DISTURBANCES	204			
0511	OTHER DISEASES OF NERV. SYSTEM/SENSE ORGANS	206			
0512	ORGANIC VISUAL PROBLEM				
0513	BINOCULAR VISUAL				
0514	REFRACTIVE				
0515	HYPEROPIA	201			
0516	MYOPIA	201			
0517	ASTIGMATISM	201			
0518	NEEDS HEARING AID	202			
0519	NEEDS GLASSES	201			
0520	WEARS GLASSES	201	206		
0521	WEARS HEARING AID	202			
0522	REFERRAL	206			

500

CODE	HEALTH PROBLEM	EH LINKAGES		
0523	AMBLYOPIA			
0524	ANISOMETROPIA			
0525	FAILED VISION SCREENING TEST	201		
0526	FAILED HEARING SCREENING TEST	202		
0527	WEARS CONTACT LENS			
0528	BITING NAILS			
0529	NERVOUS STOMACH			
0530	CEREBRAL PALSY			
0700	DISEASES OF THE RESPIRATORY SYSTEM			
0701	ASTHMA	101	206	
0702	INFLUENZA AND PNEUMONIA	206		
0703	UPPER RESP. INFECTION, COLD, SORE THROAT, ETC.	206		
0704	OTHER RESPIR. DISEASES	206		
0705	CHEST PAINS			
1000	DISEASES OF THE SKIN-SUBCUTANEOUS TISSUE			
1001	IMPETIGO	206		
1002	SCABIES	206		
1003	RINGWORM	206		
1004	DERMATITIS	206		
1005	ECZEMA	206		
1006	OTHER PROBLEMS OF SKIN/SUBCUTANEOUS TISSUE	206		
1007	INGROWN TOENAIL			
0300	ENDOCRINE, NUTRITIONAL AND METABOLIC DISEASES			
0301	DIABETES MELLITUS	101	205	206
0302	MALNUTRITION/DEHYDRATN	101	205	206
0303	OBESITY	205		
0304	OTHER ENDOCRINE NUTRIT/METABOLIC PROBLEMS	205	206	
0305	HYPOGLYCEMIA			
2200	EXAMINATION - VISION, DENTAL, HEALTH + OTHER			
2201	AUDIO EXAMS			
2000	HEALTH PROBLEM SAMPLE			
2001	HEALTH PROBLEM SAMPLE			
0100	INFECTIVE AND PARASITIC DISEASES			
0101	DIPTHERIA			
0102	COCCIDIOIDOMYCOSIS			
0103	DIARRHEA	206		
0104	SALMONELLA OR SHIGELLA	206		
0105	HEPATITIS	206		
0106	MEASLES			
0107	MUMPS			
0108	PEDICULOSIS	206		
0109	PERTUSSIS			
0110	RUBELLA (GERMAN MEASLES)			
0111	VENEREAL DISEASE	206		
0112	TRACHOMA	201	206	
0113	TUBERCULOSIS, PULMONARY-ACTIVE	101	205	206
0114	TUBERCULOSIS, PULMONARY-INACTIVE	206		
0115	TUBERCULOSIS, REACTOR/CONVERTER	206		
0116	TUBERCULOSIS, EXTRA- PULMONARY	206		
0117	TUBERCULOSIS, OTHER	206		

CODE	HEALTH PROBLEM	EH LINKAGES		
0118	STREPTOCOCCAL INFECTNS	206		
0119	OTHR INFECTIVE, PARASIT.	206		
0120	ATHLETE'S FOOT			
0121	CHICKEN POX			
0200	NEOPLASMS			
0201	MALIGNANT	206		
0202	BENIGN	206		
1600	SUPPLEMENTARY CLASSIFICATION			
1601	HEALTH SUPERVISION	206		
1602	PHYSICAL EVALUATION	206		
1603	IMMUNIZATIONS	206		
1604	AMPUTATION	101	203	206
1605	X-RAY	206		
1606	EEG ELECTROENCEPHALOGRAM			
1607	TETANUS SHOT			
1900	SURGERY			
1901	TONSILLECTOMY	206		
1902	ADENOIDECTOMY	206		
1903	T AND A	206		
1904	MYRINGOTOMY	206		
1905	MYRINGOTOMY BILATERAL	206		
1906	APPENDECTOMY	206		
1907	TYMPANOPLASTY	206		
1908	CYSTOSCOPY	206		
1300	SYMPTOMS, ILLNESSES--DEFINED CONDITIONS			
1301	CONVULSIVE DISORDERS	206		
1302	HEADACHE	206		
1303	INFESTATIONS, MITES	206		
1304	INFESTATIONS, TICKS	206		
1305	OTHER ILL-DEFINED COND.	206		
1306	EPILEPSY	101	206	
1307	ENLARGED TONSILS	206		
1308	NOSE BLEED			
2100	WOMEN INFANT CHILDREN WIC			

TOTAL HEALTH PROBLEMS = 184.

HEALTH MATRIX

NA = no abnormalities

* AB = abnormality - go to HP state what it is

DS = disease - has had it & is immune

NR = no results (from lab)

** D1 = April 1st series

SE = screening for sickle cell anemia only

* If there is an AB there must be an entry in Health Problems.

** January = A
February = B
March = C
April = D
May = E
June = F
July = G
August = H
September = I
October = J
November = K
December = L

1 = 1st series
2 = 2nd series
3 = 3rd series
4 = 4th series
5 = 5th series
6 = 6th series
7 = 7th series
8 = only one shot needed
9 = booster

Page 1 of 2

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FILE ID A / Q / D

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

___AISD___

YEAR: 1980-81

___UT PF___, ___, ___
acct. pass. file name

CONTENTS: Health Services Form

Field	Columns	Description
A	1-3	AQD
B	5-7	School Code
C	9-12	Date of Monthly Report: Sept.'80=1080; Nov.'80=1180; Dec.'80=1280; Jan.'81=0181;
		Feb.'81=0281; March '81=0381; April '81=0481
D	14-33	Name (Last Name [space] First Name)
E	35-41	AISD Student ID (should always be 7 digits)
F	43-43	Ethnicity 1=Amer Ind.; 2=Black; 3=Asian; 4=Mex. Amer.; 5=Anglo
G	45-46	Grade: Pre-K= -1; K=00; 1=01; 2=02; 3=03; 4=04; etc.
H	48-48	Initial/Followup 1 = Initial; 2 = Followup
I	50-50	Regularly Scheduled Visit (1 or Blank)
J	52-52	Non-Sch. Exam (1 or Blank)
K	54-54	Handled by Phone (1, 2, 3, or Blank)
L	56-59	Problem (4 digit number)
M	61-61	Referred to M.D. (1 or Blank)

Attachment Y-4
(Page 1 of 2)

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80.40

FILE ID A / Q / D

CARD FILE LAYOUT

LOCATION:

___AISD___

___UT PF____, ____, ____
acct. pass. file name

PROGRAM: Title I Migrant

YEAR: 1980-81

CONTENTS: Health Services Form

Field	Columns	Description
N	63-63	Referred to Dentist (1 or Blank)
O	65-65	Home Visit (1 or Blank)
P	67-67	Counseling or Teaching (1 or Blank)
Q	69-69	Phone Call or Note to Parent (1 or 2 or Blank)

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Attachment Y-4
(continued, page 2 of 2)

TITLE I MIGRANT

APPENDIX Z

MEDICAL EXPENSES FORM

80.40 Instrument Description: Medical Expenses Form

Brief description of the instrument:

The form provides the following information about the health services bills received: name and grade of the migrant students served; expenditures for the services of an M.D. or dentist; and pharmacy, lab, X-ray, or glasses payments. Space was also provided for the name of the school served and the month bills were received.

To whom was the instrument administered?

The form was completed by the Migrant Nurse and her staff.

How many times was the instrument administered?

Eight times.

When was the instrument administered?

Monthly, from September of 1980 through April of 1981.

Where was the instrument administered?

In the Migrant Nurse's office or other location of her choice.

Who administered the instrument?

The form was completed by the Migrant Nurse and her staff.

What training did the administrators have?

The Migrant Nurse and her staff had completed these forms for three previous years in addition to having written instructions available.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The Migrant Nurse and the Title I Migrant Evaluator reviewed the instrument developed during previous evaluations and decided to use it this year, too.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

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MEDICAL EXPENSES FORM

Purpose

The Medical Expenses Form was completed by the Migrant Nurse in order to obtain information relevant to the following decision and evaluation questions:

> Decision Question D3: Should the Health Services Component be continued as it is, modified, or deleted?
>
> > Evaluation Question D3-1: Were the Component's objectives met? The Migrant Nurse set the following objectives for herself:
> >
> > Pre-K
> >
> > During the 1980-81 school year the Migrant Nurse will provide health services to 90% of the migrant students who are enrolled in the pre-kindergarten classes.
> >
> > K-12
> >
> > The Migrant Nurse will provide health services to 50% of the migrant students in grades K-12 who are enrolled in program schools. Services will be offered to only those students who meet the criteria of low-income families.
> >
> > Evaluation Question D3-2: How many migrant students (by grade) were served by the Migrant Nurse?
> >
> > Evaluation Question D3-3: What services did migrant students receive?
> >
> > Information Need I 15: How many students received medical care provided through Migrant funds?
> >
> > Information Need I 16: How many students received dental care provided through Migrant funds.

Procedure

The Medical Expenses Form was developed in 1977 by the Title I Migrant Evaluator and The Migrant Nurse. It was designed to gather information concerning: a) the amount of Migrant money spent each month for health services, and b) the type of health care expenditures made. To complete the form, the Migrant Nurse or her Clerk recorded the name, amount, and type of expenditure for all bills received each month during the school year.

The Migrant Nurse and The Migrant Evaluator agreed that the use of the form should be continued for 1980-81 with no modifications necessary. Attachment Z-1 is a copy of the Health Expenses Form and Attachment Z-2 lists the instructions for completing it. Data from September, 1980 through April, 1981 are included here and were tallied by hand.

Results

Evaluation Question D3-1: Were the Component's objectives met?

The discussion of the attainment of the objectives for the Health Services Component is in Appendix Y, Health Services Form. The figures included there include the referrals to doctors, dentists, etc.

Evaluation Question D3-2: How many migrant students (by grade) were served by the Migrant Nurse?

Figure Z-1 below shows the number of migrant students (unduplicated count) by grade level who had medical or dental expenses paid for by Migrant funds.

Grade	Number
Pre-K	58
K	37
1	28
2	30
3	25
4	26
5	14
6	13
7	7
8	17
9	19
10	8
11	10
12	2
Total	294

Figure Z-1: NUMBER OF MIGRANT STUDENTS BY GRADE LEVEL WHO HAD MEDICAL OR DENTAL EXPENSES PAID FOR BY MIGRANT FUNDS.

Evaluation Question D3-3: What services did migrant students receive?

Figure Z-2 shows the summary of health service expenditures by month and then totalled. The most expenditures were in January and February and of all the types of expenditures, the largest amount of money was spent on dental expenses. Figure Z-3 shows comparison figures for these expenditures for 1978-79, 1979-80, and 1980-81. As can be noted there were considerably more children served in 1980-81 largely because there was more money in this area of the Health Services Component than ever before. As in previous years, the majority of expenses were for dental care.

Information Need I 15: How many students received medical care provided through Migrant funds?

Of the 294 students with medical/dental bills paid for by Migrant funds, 113 had medical (M.D., pharmacy, x-ray, lab, glasses) expenses paid for. Seventy-three students had both medical and dental expenses paid for from Migrant funds.

Information Need I 16: How many students received dental care provided through Migrant funds?

Two-hundred dental visits were paid for out of Migrant funds (see Figure Z-4). One-hundred and eight children had dental bills (and no medical bills) paid for by Migrant funds and 73 children had both medical and dental bills paid for by Migrant funds. The average spent per child on dental expenses was $117.60.

Month	Number of Students Served	Average Spent Per Student
September	6	$ 61.33
October	17	99.18
November	32	129.50
December	27	137.26
January	46	135.74
February	29	132.14
March	27	82.67
April	16	81.75
Total	200	$117.60

Figure Z-4: SUMMARY OF NUMBER OF STUDENTS'(BY MONTH) DENTAL BILLS PAID FOR THROUGH MIGRANT FUNDS. Also included on a monthly basis is the average amount spent per student on dental expenses.

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		EXPENDITURES							
MONTHS	NUMBER OF STUDENTS SERVED	M. D.	DENTIST	PHARMACY	X-RAY	LAB	CLASSES	TOTAL SPENT	AVERAGE SPENT PER STUDENT
SEPTEMBER	26	278.00	368.00	73.01	- 0 -	16.00	150.00	885.01	34.04
OCTOBER	54	1,099.00	1,686.00	63.78	42.00	40.00	254.00	3,184.78	58.98
NOVEMBER	65	730.00	4,144.00	95.51	- 0 -	43.00	180.00	5,192.51	79.89
DECEMBER	44	607.00	3,706.00	16.91	- 0 -	6.00	100.00	4,435.91	100.82
JANUARY	83	967.00	6,244.00	92.41	- 0 -	60.00	341.00	7,704.41	92.82
FEBRUARY	83	1,071.00	3,832.00	160.72	- 0 -	48.90	349.00	5,461.62	65.80
MARCH	73	937.00	2,232.00	197.29	97.00	27.00	265.00	3,755.29	51.44
APRIL	35	532.00	1,308.00	20.09	- 0 -	40.00	235.00	2,135.09	61.00
TOTAL	463	$6,221.00	$23,520.00	$719.76	$139.00	$280.90	$1,874.00	$32,754.62	$70.74

Figure Z-2: SUMMARY OF HEALTH SERVICES EXPENDITURES BY MONTH FOR 1980-81.

	1978-79	1979-80	1980-81
MONTHS IN WHICH MOST BILLS WERE RECEIVED	NOVEMBER, JANUARY FEBRUARY, APRIL	NOVEMBER, JANUARY FEBRUARY, APRIL	NOVEMBER, JAN., FEBRUARY, MARCH
NUMBER OF STUDENTS SERVED FROM SEPTEMBER THROUGH APRIL	212	249	463
TOTAL FUNDS EXPENDED FROM SEPTEMBER THROUGH APRIL	$15,165.28	$20,629.68	$32,754.62
AVERAGE SPENT PER STUDENT (DUPLICATED COUNT, SEPTEMBER THROUGH APRIL	$ 71.53	$ 82.85	$ 70.74
PERCENT OF FUNDS SPENT ON DENTAL EXPENSES	63%	69%	71.8%

Figure Z-3: EXPENDITURE OF MIGRANT FUNDS FOR MEDICAL BILLS, 1978-79, 1979-80, 1980-81.

MEDICAL EXPENSES FORM

SCHOOL:

DATE:

NAME (LAST, FIRST)	GRADE	EXPENDITURE				
		M.D.	DENTIST	PHARMACY	X-RAY	LAB OR GLASSES

INSTRUCTIONS: HEALTH SERVICES FORM AND MEDICAL EXPENSES FORM

The Health Services Form and the Medical Expenses Form should be completed monthly and sent to Catherine Christner, O. R. E.

Health Services Form

For the purposes of completing the Health Services Form, two definitions need to be established. A "contact" can be defined as a series of events which follow these stages:

a. an initial information-gathering phase where the Nurse examines the student or discusses the problem by phone,

b. the definition of the problem, and

c. some action by the Nurse to resolve the problem.

A series of contacts for the same problem would constitute an "episode." Each contact in an episode should be recorded on a separate line of the form. All contacts will require that information be recorded about the first two stages, although not all contacts will have a recorded resolution. For example, if a student was seen by the Nurse for a follow-up blood pressure check and no action was taken other than to reschedule a third exam, none of the "resolution" categories on the form would be marked.

Completing the Form

Name: Enter the student's name, last name first. The name should be as it appears on the roster of migrant students rather than a nickname.

AISD I. D. Number: The student's AISD identification number. Leave these spaces blank and they will be filled in by ORE personnel.

Ethnicity: Use the following codes to indicate the ethnicity of the student receiving services: (1) American Indian, (2) Black, not of Hispanic origin, (3) Asian or Pacific Islander, (4) Hispanic, and (5) White, not of Hispanic origin.

Grade: The student's grade in school. Use "99" to indicate special education students.

Initial, etc.: In this column, indicate whether the contact is the initial contact or a subsequent contact in an episode. Indicate an initial contact by placing a "1" in the space. The second and following contacts should each be indicated by a "2."

Note: Follow-up contacts were not recorded on the monthly Health Services Form after October, 1980.

Contact by Migrant Nurse: The form has three classes of initial information-gathering contacts by the Migrant Nurse.

a. Scheduled Screening. This is a screening or exam given at a scheduled time at the student's school. This would not include, for example, a scheduled follow-up exam which was separate from the scheduled exams given to other members of a student's school.

b. Non-Scheduled Exam. This would include any exam given by the Nurse at the student's school or in her office which would not be classified as a scheduled screening.

c. Handled by Phone. Use the following codes in this category:

1 = The Nurse diagnoses the problem and takes some action by phone without seeing the student.

2 = Immunization Record Check

3 = Other

Problem(s): In the space under this heading, write in the problem found. Then follow the verbal description of the problem with the 4-digit MSRTS Code. If no problem was found, enter 0000. Use 9999 to indicate no appropriate code was available or the code was unknown. Use 1305 to indicate the student's condition is ill-defined. A problem exists, but no diagnosis is available.

Resolution by Migrant Nurse: One or more of the columns under this heading will usually be completed following each examination by the Migrant Nurse. There may be some cases where none of the actions listed were taken. If multiple actions are taken for a given column (for example, two home visits), indicate the number of occurrences. Otherwise, place a "1" in the proper space to indicate actions taken. If some unlisted action is taken, write "other" and a description in the "Outcome" column. Under the referral headings, "W" means "on the waiting list."

When situations arise which are not readily recorded on the form, please call Catherine Christner so that some agreed-upon solution can be reached.

A completed column was added for your convenience to check when the case has been concluded.

Medical Expenses Form

The "Medical Expenses Form" is to be completed monthly, based on the bills received during that month.

The Medical Expenses Form is completed simply by filling in the name and grade of the students for whom Migrant monies were expended during the month and the amounts of those charges. These amounts should be taken from the bills received from the doctors, pharmacists, etc. during the month. If a student visits the doctor one month and the bill is received the following month, then the referral should be listed on the Health Services Form for the first month, and the expenditures should be recorded on the Medical Expenses Form for the second month.

NOTES:

1. Under "Lab or Glasses," the amount should be followed by an L or G to indicate lab or glasses.

TITLE I MIGRANT

APPENDIX AA

MSRTS RECORDS

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Instrument Description: MSRTS Records

Brief description of the instrument:

With the MSRTS Clerk, the Title I Migrant Evaluator reviewed the MSRTS records and correspondence to ascertain if each of the objectives of the MSRTS Component was met.

To whom was the instrument administered?

The MSRTS Clerk.

How many times was the instrument administered?

Once.

When was the instrument administered?

May 26, 1981.

Where was the instrument administered?

The MSRTS Clerk's Office.

Who administered the instrument?

The Title I Migrant Evaluator.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

Not applicable.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

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Purpose

The MSRTS Records were reviewed in order to gather information relevant to the following decision and evaluation questions:

> Decision Question D5: Should the MSRTS Component be continued as it is, modified, or deleted?
>
>> Evaluation Question D5-1: Were the Component's objectives met?
>>
>> Evaluation Question D5-3: Was information on the MSRTS updated within appropriate timelines? Was the information on the MSRTS readily retrievable? Was the information on the MSRTS accurate?

Procedure

Throughout the 1980-81 school year, the MSRTS Clerk updated the MSRTS records as students were added, withdrawn, terminated (as eligible migrant students), etc. Copies of eligibility forms were sent to ORE as they were received by the MSRTS Clerk. She also shared with ORE the information on students who were terminated. When students appeared on the Migrant Student Attendance Record (Appendix U) for whom we did not have an eligibility form, the Clerk was called and asked to send a copy of the eligibility form to ORE. On May 19, the Migrant Coordinator was called to arrange a time that the Migrant Evaluator could come review the MSRTS records to see if the objectives were met. It was arranged that after the Migrant Coordinator and MSRTS Clerk Interview (see Appendix O) on May 26, the Evaluator and the MSRTS Clerk would review the MSRTS records (see Attachment AA-1). The TEA monitors had extensively reviewed the records in April on their monitoring visit. On objectives that were not measurable by examination of the records, the Evaluator asked the MSRTS Clerk or the Migrant Coordinator about the achievement of these objectives. The Evaluator randomly selected 10 students from the Migrant Student Master File (see Appendix T) to check and see if their MSRTS records were in order.

Results

Evaluation Question D5-1: Were the Component's objectives met?

Objective: During each fiscal year the district will maintain auditable eligibility files and implement MSRTS procedures to ensure transmittal and retrieval of the most current academic and health information available for migrant students in this district.

Personnel assigned responsibility for records maintenance will:

- Develop and/or maintain auditable eligibility files as follows:
  - Eligibility forms for formerly migratory students will be maintained by the year and month a student's eligibility will terminate.

- Eligibility forms for current migrant students (all status 1, 2, 4, 5 inclusive) will be maintained in alphabetical order by individual campus.
- All eligibility forms will be retained for a period of not less than five years from the date of identification.

Using the list of 10 students as well as a general review of the records, the Evaluator established that the eligibility forms were kept in the appropriate order. The Migrant Coordinator and MSRTS Clerk stated the eligibility forms were kept for the complete time period of a student's eligibility period.

Objective: Identification and recruitment of migrant students will be conducted in accordance with the following procedures:

- Before December 5, of each school year, district records will have been surveyed to verify the continued residence of all formerly migratory students (Status 3 and/or 6).
- Personnel assigned responsibility for identification of migrant students will:
    - Review prior year eligibility forms and develop a list of students who were identified as formerly migratory during the previous year.
    - Verify that each student has reenrolled in the district and/or still resides in the attendance area of this district.

The Migrant Coordinator stated that this objective was met. With the help of the Migrant Evaluator and the Evaluation Programmer, the Migrant Student Master File (see Appendix T) was updated from the AISD Student Master File to obtain current enrollment, location, and addresses of all migrant students. Pupil Services verified all District students' addresses this year for desegregation purposes. The updated lists of students by campus were then sent to the Coordinator. The Coordinator also sent the community representatives out to check on addresses as the need was indicated.

Objective: Within two (2) weeks after receipt of the computer printout listing Status 3 and/or 6 migrant students automatically enrolled by the central computer bank in Little Rock, the continued residence in the district of all formerly migratory students will be certified by the superintendent of the local education agency.

The Migrant Coordinator and the MSRTS Clerk both stated this objective was not met. Due to the large numbers of formerly migrant students in AISD (1400) and the short period given in the objective, the Coordinator felt this objective was unrealistic. The accomplishment of this objective took about three months. Also the MSRTS formerly migrant printout was not sent to AISD on the date originally schedul

Objective: Within two days after each current migrant student (Status 1, 2, 4, and 5) is identified, eligibility forms will be transmitted to the district's designated terminal site.

- Review prior year eligibility forms for current migrant students (Status 1, 2, 4 and 5) and/or records and develop an alphabetized list of those students who were enrolled in the district during previous year.

- Disseminate the list to each campus in the district to assist campus personnel (office staff or teaching staff) in identifying those students as they return to the district. Campus personnel may then proceed at the discretion of the district to:

    - notify MSRTS personnel; or,

    - complete eligibility forms.

- Establish contact with appropriate community/county agencies or organizations to advise each of the availability of migrant services in the district.

- Maintain daily contact with individual campus central office personnel to obtain a list of currently enrolling students for determination of eligibility for migrant services.

- Obtain eligibility information including the signature of the student's parent or guardian either:

    - at the school as a student enrolls in the district; or,

    - by visiting the home of the student.

- Provide a copy of the signed eligibility form to the parent/guardian.

- Proceed with processing of completed eligibility forms as described in Step II.

SPECIAL NOTE:

If a student entered the district as a current migrant (status 1, 2, 4, or 5) during the prior year but has not moved within the 12 months since that enrollment date, the district is not required to obtain a new eligibility form for that student. The eligibility form obtained previously may be updated by the district, using red ink, as follows:

- Record the status change on the eligibility form in the space provided for status 3 or 6.

- Affix the initials of the staff member recording the status change and the date the status change is being made.

- Proceed with enrollment by updating the Educational Record as described in the last three items under Enrollment on this page.

The Migrant Coordinator and MSRTS Clerk both indicated this first part of this objective was generally not met. It frequently takes more than two days for the community representative to contact the parents (since one or both generally works), explain the Program, and then get the parent to complete and sign the eligibility form. Then the eligibility form has to be transmitted to the MSRTS Clerk in another location.

The alphabetized list of the currently migratory students was developed according to the MSRTS Clerk. The lists of migrant students (in this case both currently and formerly migrant) were disseminated to the campuses to the Migrant teachers. ORE assisted in developing these lists.

The Migrant Coordinator stated he, the community representatives, the Migrant Nurse, and others from the Department of Developmental Programs all had made contacts with various city and county agencies to advise them of the Migrant Program. Generally migrant students and their parents are (according to the Coordinator) good disseminators of information about the Migrant Program to others who may be eligible.

The MSRTS Clerk stated she did not maintain daily contact with campuses to get lists of currently enrolling students. AISD was seen as too large and having too many campuses for this to be practical.

The community representatives handled the parent contact to complete the eligibility forms via a home visit.

On the last three items on this objective (under Special Note), the MSRTS Clerk indicated she followed this procedure. Several MSRTS student records were reviewed by the Evaluator who noted the procedures were being followed as outlined in the application.

Objective: Transmittal and processing of enrollment, update, and/or withdrawal information (academic and health) will be effected within two days after such information becomes available.

•Enrollment procedures will include:

- Reviewing each form for accuracy and completeness.
- Filing of original copy in auditable file.
- Attaching Educational Record from prior year to eligibility form if one is available.
- Alphabetizing eligibility forms by campus.
- Recording the name of each student and the date sent to the designated terminal site in a district ledger.
- Forwarding eligibility forms to the designated terminal site.

Processing incoming records will include:

- Comparison of information received (critical data) with the original eligibility form retained by the district.
- Scanning all incoming forms for medical alert flags and notification of appropriate personnel if such occurs.
- Recording date each record was received beside the date each was sent to the terminal site.
- Disseminating records appropriately.
    - Original copy of Educational Record filed in auditable file for use in updating.
    - Duplicate copies of Educational Record, Transmittal Record, and Skills Printout (Skills Information System) routed to appropriate migrant instructional staff.
    - All copies of medical forms to health personnel.

The MSRTS Clerk stated the two-day turnaround rate was generally not met. She indicated she followed all the enrollment procedures as laid out. The Migrant Evaluator verified that she kept a ledger to list data sent to the terminal site. The Clerk noted that the TEA monitors had found one file with the copy, not an original eligibility form. This had been done previous to her year as the MSRTS Clerk. A community representative had been sent to get a new eligibility form. The original of the new form then replaced the copy.

On the processing of incoming records, the Clerk indicated all procedures as outlined were followed. The Migrant Nurse takes care of the medical alerts if any are noted. The Evaluator noted that the date each record was sent to the terminal site was recorded.

Objective: Updating of records will occur on the following timeline:

- Within two days after withdrawal of a student (currently or formerly migratory) at any time during the school year update information will be promptly forwarded to the designated terminal site.

The MSRTS Clerk indicated this objective was not met. Generally she indicated she sent this information when she had data on several students to send, rather than sending one at a time. She indicated this had not seemed to cause any problems for the MSRTS personnel.

Objective: Between April 15-April 30 of the school year, final update information will be forwarded to the designated terminal site for Status 1, 2, 4, and 5 students.

Information to be provided for updating records will include:

- Transfer Record (Skills Information System)
- Educational Record (Test Data, if available)
- Medical Record (Screening/treatment data)

According to the Coordinator this objective was met. The Coordinator and the Clerk reported they had just finished gathering the Skills Information System (SIS) right before the deadline.

Objective: Within two days after the close of the regular school year and/or a summer program if applicable, withdrawal notification for each students enrolled in such program will be transmitted to the designated terminal site.

The MSRTS Clerk indicated this objective was handled automatically by Little Rock--the District did not have to do anything.

Objective: Procedures to be implemented to ensure accomplishment of the objective include:

- Migrant teacher and/or aide and health personnel encode update information and route to appropriate personnel.
- Staff assigned responsibility for MSRTS record maintenance.
  - Scans for accuracy and completeness and corrects coding if necessary.
  - Records information in red ink on original copy previously retained in auditable file.
  - Proceeds to alphabetize, log and forward as described in the last three items under Enrollment on page 27 of the Application.

The MSRTS Clerk reported these objectives were met--the focus being on the SIS and health information. The Clerk showed the Evaluator some records where she had made changes in red ink as per the objective. Also the logs were shared which contained the information in the last part of this objective.

Evaluation Question D5-3: Was the information on the MSRTS updated within appropriate timelines? Was the information on the MSRTS readily retrievable? Was the information on the MSRTS accurate?

The MSRTS Clerk and the Migrant Coordinator indicated the updating deadlines the District was to follow for currently migratory students were generally not met as two days was too short a time. The Coordinator reported that the national office of the MSRTS had not sent the District data on formerly migratory students within the timelines the national office had set. The MSRTS information was readily retrievable in the sense the Clerk kept the records in the prescribed order, so the records were easy to access.

The information of the MSRTS was as accurate as data supplied by the District (or other school Districts attended by the students). The problem has been that AISD already gathers extensive data on students and the information on the MSRTS requires duplicating a lot of records already elsewhere. Also the information on the SIS was considered inadequate to really plan instruction for students--the teachers usually did their own diagnostics and used data supplied by the regular classroom teacher.

Attachment AA-1

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 19, 1981

TO: Jose Mata and Lynda Schlimper

FROM: Catherine Christner CC

SUBJECT: Confirmation of Interview Appointment and Examination of MSRTS Records

This memo is to confirm our appointment for an interview on May 26, 1981 at 2:00 p.m.

Enclosed is a copy of the format that I will use when conducting the interview. The only question pertinent to Lynda is question 5. It will not be necessary for you to write out your responses, as I will do that during our interview.

Also as we discussed on the phone, after the interview I would like to meet with Lynda and look through the MSRTS records and eligibility forms. This is to examine the achievement of the objectives for the MSRTS Component as stated in the 1980-81 Title I Migrant Application.

CC:lg
Enclosure

APPROVED: Freda M. Holley
Director, Office of Research and Evaluation

cc: Lee Laws
Oscar Cantú

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TITLE I MIGRANT

APPENDIX BB

MSRTS QUESTIONNAIRE

531

Instrument Description: Migrant Student Record Transfer System (MSRTS) Questionnaire

Brief description of the instrument:

The MSRTS Questionnaire consisted of six items focusing on the use, quality, and timeliness of the MSRTS data to school districts.

To whom was the instrument administered?

The questionnaire was sent to 27 selected school districts in Texas with Migrant programs.

How many times was the instrument administered?

Once.

When was the instrument administered?

March and April, 1981.

Where was the instrument administered?

In a location of the recipient's choosing.

Who administered the instrument?

Self-administered.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The Title I Migrant Evaluator.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

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MSRTS QUESTIONNAIRE

Purpose

The MSRTS Questionnaire was sent to other school districts in order to obtain information relevant to the following decision and evaluation questions:

> Decision Question D5: Should the MSRTS Component be continued as it is, modified, or deleted?
>
> > Evaluation Question D5-5: What are other districts' experiences with the MSRTS Component?

Procedure

Based upon conversations with Department of Developmental Programs (DDP) staff about what they would like to know about other districts' experiences with the MSRTS, the MSRTS Questionnaire was developed (See Attachment BB-1). The DDP staff were asked to review the questionnaire and accompanying cover letter (Attachment BB-2) and give their feedback (see Attachment BB-3). They made no changes in the survey or cover letter. The Title I/Title I Migrant Administrator requested we survey selected districts in Texas and selected districts in California, Michigan, Florida, and Washington state.

The Administrator requested that we contact TEA to let them know what we were planning, gather any feedback, and get the addresses of the contact persons for the Migrant Program at each Texas district. The Migrant Evaluator called Rosie Eathorn, our District's TEA Migrant Program representative on February 17, 1981 to see if there would be any problems with our doing the survey. She indicated none were anticipated. She asked when we come to pick up the list of Migrant Programs at Texas' school districts, that we leave a copy of the survey. The survey and cover letter were delivered to TEA when the addresses were picked up (2-17-81).

ORE with the Title I/Migrant Administrator selected 27 Texas districts to survey. Attachment BB -4 is a list of these districts. After some delay, the addresses of the Migrant Program representatives in Washington, Florida, Michigan, and California were obtained. Attachment BB-5 is the letter sent to each of these offices to ask their assistance with our survey. On March 18, 1981 we received a reply from Washington state (see Attachment BB-6) indicating our original intent in doing the survey had been misinterpreted. A follow-up letter (see Attachment BB-7) was sent in attempt to clarify the original request. Nothing further was heard from Washington state. On March 23, 1981, we received a reply from Florida indicating their statutes prohibited their participation (see Attachment BB-8). No replies were ever received from Michigan or California.

Meanwhile the Evaluator received a call on March 17, 1981, from Leo Darvey, the Regional Coordinator for the MSRTS in Little Rock. He expressed concerns re: our evaluation of the MSRTS through this survey. It was explained that the survey was only to see if other districts' experiences were similar/dissimilar to ours in an attempt to try to upgrade our own system. A copy of the survey was sent to him (Attachment BB-9 is the cover letter). A few days later, extensive materials were received from Mr. Darby about the MSRTS (see Attachment BB-10).

On March 19, 1981, the Title I/Migrant Administrator called to let the Evaluator know that the Migrant representative at the Education Service Center Region XIII (where the regional terminal for the MSRTS is housed) had called to express his concerns about the survey. The Administrator had assured him there were no negative implications of this survey--all AISD wished to do was to find out what other districts' experiences were. Several days later the Migrant Evaluator saw the Migrant representative at a Migrant Application workshop and they discussed these same issues. The Evaluator tried to reassure the representative of our purposes.

Since it seemed likely at this point the survey would not be sent to any districts outside of Texas, on March 23, 1981, the survey (Attachment BB-1) along with the cover letter (Attachment BB-2) was sent to selected Texas districts (in Attachment BB-4).

On April 9, 1981, the Evaluator received a phone call from Frank Contreras, the Director of the Texas Migrant Program. He was most unhappy over the survey and indicated it was causing problems. He stated TEA had done surveys and surveys had been done at the national level (as recently as last year) so, we did not need to do one as it was a duplication of effort. He was assured we had checked with TEA before we had proceeded. He was reassured the survey had no negative purposes and was just to gather comparison data for our own District's experiences. Later the Title I/Migrant Administrator called to indicate that he too had spoken to the Director and reassured him of our purposes.

By May 1, 1981, 16 of the 27 surveys sent had been returned, representing at 59.3% return rate. Considering all the interest the survey caused, it was felt best to send no follow-ups. A summary of the results was sent to districts who had requested them, as well as to Mr. Darvey, and the Migrant Program staff at TEA.

The results should be interpreted cautiously since the return rate was somewhat limited. Also while most of the districts with the largest Migrant populations did return their surveys, the larger districts most resembling AISD generally did not return their surveys.

Results

Evaluation Question D5-5: What are other districts' experiences with the MSRTS Component?

In Figure BB-1 are summarized the numerical responses to the MSRTS Questionnaire. Generally on question 1, the MSRTS data are seen as helpful to the districts and accurate. The areas on question 1 where districts expressed the most dissatisfaction (5 respondents were dissatisfied and three were neutral on each question) were the usefulness of the instructional/test data and the usefulness of the demographic data. Three respondents were also dissatisfied (and three were neutral) with the usefulness of the health data. The areas of highest satisfaction were on the accuracy of the data and the turnaround time from the local MSRTS center.

The other persons seen to benefit from the MSRTS data (Question 1d), are listed in Figure BB-2. Nurses, teachers, principals,and counselors were mentioned most frequently.

In question 2, the districts were asked if data on the MSRTS were available from other sources. Eight of the 16 respondents indicated the data were already available from other sources. In Figure BB-3 are listed the other sources noted by the respondents. Student record cards of one sort or another and student folders were the sources mentioned most often.

The questionnaire also asked the respondents to rate the time costs, the monetary costs, and the benefits of the MSRTS from high to low (See Figure BB-1). The majority of respondents rated both the time and monetary costs of the system as moderate. Seven respondents felt the system had high benefits, while six said the system was moderately beneficial.

Question 4 asked what the benefits of the system were seen to be. Figure BB-4 contains the responses to this questions. The responses were quite varied. Among the mentioned were: counts of students, helpful in identifying new students; instructional planning; and health records.

In Figure BB-5 are listed the drawbacks noted to the MSRTS (Question 5). Six of the sixteen respondents saw no drawbacks to the MSRTS. Other comments included: limited information; not utilized; extra work; time consuming; information received is the same as what a district entered; and inadequate information.

The final item on the form (Question 6) asked for any additional comments about the MSRTS. In Figure BB-6 are listed the comments made to this item. Comments included: the system works; turnaround required too quick; the MSRTS Clerk needs extensive training; and could improve the value of the academic records.

TITLE I MIGRANT
MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS) QUESTIONNAIRE

	Totally Agree	Agree	Neutral	Disagree	Totally Disagree	Blank
1. Please rate your level of agreement with the following:						
a) The MSRTS data are accurate.	4	9	3	0	0	
b) The MSRTS data are helpful to our schools.	7	3	5	1	0	
c) The MSRTS data are helpful to our program staff.	6	5	4	1	0	
d) The MSRTS data are helpful to others.	4	6	2	1	1	2
e) The MSRTS health data are used by our district often.	6	4	3	2	1	
f) The MSRTS instructional/test data are used by our district often.	3	5	3	3	2	
g) The MSRTS demographic data are used by our district often.	4	4	3	3	2	
h) The turnaround time from the national MSRTS center is quick.	5	7	3	1	0	
i) The turnaround time from the local MSRTS center is quick.	4	10	2	0	0	

	Yes	No	Blank
2. Are data that are required for the MSRTS already available from another source in your district?	8	7	1

	High	Moderate	Low	Blank
3. Please rate the following:				
a) The time costs of the MSRTS to our district are........................	3	11	1	1
b) The monetary costs of the MSRTS to our district are...................	1	10	4	1
c) The benefits of the MSRTS to our district are........................	7	6	2	1

Figure BB-1. SUMMARY OF NUMERICAL RESPONSES GIVEN ON THE MSRTS QUESTIONNAIRE. Numbers Represent Number of Persons Making Indicated Response.

Position	Number Reporting
Nurses	6
Teachers	5
Principals	4
Counselors	3
Central Office Staff	2
Special Education Personnel	1
Health Department Personnel	1
Migrant Director	1
Psychiatrist	1
Other District Personnel Working with Students	1

Figure BB-2. OTHER PERSONNEL SEEN TO USE THE MSRTS DATA.

Source	Number Reporting
Enrollment Cards	3
Health Records	3
Migrant Eligibility Forms	2
District Cummulative Folders	2
Permanent Record Cards	1
Emergency Cards	1
Orbit System	1
Special Programs	1
SIS	1
LAS	1
Withdrawals	1
Schools	1

Figure BB-3. OTHER DISTRICT SOURCES LISTED WHERE DATA REQUIRED FOR MSRTS ARE ALREADY AVAILABLE.

Other comments:

Acquiring this information from other sources is time consuming.

Data are obtained from school and school personnel--our district is the home base for our migrant population so we initiate our own testing, health, etc. information.

Comments

-It's helpful in identifying new migrant students.(2 respondents)
-It is helpful.
-It provides an accurate count of the migrant students by grade level.
-The information (health, test data, skills, etc.) of the children is always on hand.
-It is good for new teachers.
-Academic and medical records are available.
-Information is provided about the program and students being served.
-On a monthly basis, information is provided about the number of migrant students enrolled/withdrawn.
-It supplies an accurate count of active and inactive migrants.
-Eligibility forms are obtained promptly.
-Through the MSRTS records, information is obtained from other states.
-It is very important.
-Teachers can instruct at each child's level if the MSRTS information is available.
-It is needed and used for program planning.
-One can serve migrant students in a more rapid and efficient manner.
-My district is able to send a significant amount of information on each migrant child when that child withdraws from our schools.
-Information on our students goes out in a timely manner to receiving schools--we have the highest number of home-base migrants in Texas.
-A child does not have to go through all the immunization records because of lack of medical records.

Figure BB-4: BENEFITS OF THE MSRTS TO THEIR SCHOOL DISTRICTS AS NOTED BY QUESTIONNAIRE RESPONDENTS.

Comments

-None.(6 respondents)
-When a migrant student comes back and enrolls in our district, the information we receive through the MSRTS is usually the same information that we initiated.
-It gives limited information.
-Extra paperwork for teachers is created.
-It involves a number of small details and is very time consuming.
-If there could be quicker return of forms when updated, it would be more helpful.
-We derive little from the MSRTS.
-We have not figured out a way to involve the foundation teachers in utilizing MSRTS.
-Information is not provided that is pertinent for classroom instruction.
-Migrant teachers do not utilize the information.
-It does not provide adequate data for secondary migrant students as it relates to the number of credits attained or to deficiencies in a 4 year plan.

Figure BB-5: DRAWBACKS OF THE MSRTS TO THEIR SCHOOL DISTRICTS AS NOTED BY QUESTIONNAIRE RESPONDENTS.

Comments

-The MSRTS Clerk needs extensive training and concentration.
-The turnaround time that the component calls for (on current migrants) give us a problem in meeting it at the beginning of the year because of the numbers of currently migratory students enrolling.
-Everything seems to be going well.
-The system works.
-The SIS has been an improvement in providing pertinent instructional data for elementary students.
-Though the flow of information on the MSRTS is adequate, the contents do not give a good academic profile of the student.
-The MSRTS could develop into a more valuable process in helping a migrant student succeed in school if:

a) records included more scholastic information.
b) high school students would get course credit and not fall behind while mobilizing.

Figure BB-6: ADDITIONAL COMMENTS ABOUT THE MSRTS MADE BY QUESTIONNAIRE RESPONDENTS.

Spring, 1981

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Attachment BB-1

TITLE I MIGRANT
MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS) QUESTIONNAIRE

District ______________________

Person Completing Survey ______________________

Title/Position ______________________

No. of Students in Your District ______________________

No. of Five-Year Migrant Students ______________________

No. of One-Year Migrant Students ______________________

Directions: On the questions indicated, please circle the number best reflecting your response to that question. Your comments are appreciated. If you would like a copy of the results of this questionnaire, please check here ☐.

1. Please rate your level of agreement with the following:	Totally Agree	Agree	Neutral	Disagree	Totally Disagree
a) The MSRTS data are accurate.	5	4	3	2	1
b) The MSRTS data are helpful to our schools.	5	4	3	2	1
c) The MSRTS data are helpful to our program staff.	5	4	3	2	1
d) The MSRTS data are helpful to others (please list ______________________).	5	4	3	2	1
e) The MSRTS health data are used by our district often.	5	4	3	2	1
f) The MSRTS instructional/test data are used by our district often.	5	4	3	2	1
g) The MSRTS demographic data are used by our district often.	5	4	3	2	1
h) The turnaround time from the national MSRTS center is quick.	5	4	3	2	1
i) The turnaround time from the local MSRTS center is quick.	5	4	3	2	1

2. Are data that are required for the MSRTS already available from another source in your district? Yes No If your answer is yes, please explain:

1 2

3. Please rate the following:	High	Moderate	Low
a) The time costs of the MSRTS to our district are	3	2	1
b) The monetary costs of the MSRTS to our district are . . .	3	2	1
c) The benefits of the MSRTS to our district are	3	2	1

4. The benefits of the MSRTS to my district are:

5. The drawbacks of the MSRTS for my district are:

6. If you have any additional comments about the MSRTS, please include them here:

80.40

Attachment BB-2

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

March 23, 1981

Dear Colleague:

As part of the Austin Independent School District's evaluation of its Title I Migrant Program, we are seeking feedback from other districts on their experiences with the MSRTS (Migrant Student Record Transfer System). The information you provide will help us to better evaluate our experiences in light of their similarities/differences with those of your district.

Any additional comments you wish to make will be most appreciated. A return envelope is enclosed for your convenience. Please return the survey by April 17, 1981.

Thank you for your time and your cooperation.

Sincerely,

Freda M. Holley, Ph.D.
Director, Office of Research and Evaluation

FMH:CC:rrf
Enclosures

6100 GUADALUPE, AUSTIN, TEXAS 78752 512 / 458-1227

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 6, 1981

TO: Lee Laws, Oscar Cantú, José Mata

FROM: Catherine Christner Catherine

SUBJECT: Draft MSRTS Questionnaire

Enclosed are two items for your review and comments. The first is a draft of the MSRTS Questionnaire to be sent to other districts with a Migrant Program. The second item is a cover letter from Dr. Ellis to accompany the survey.

Please review both as soon as possible so I can send the survey out by mid-February. Also please let me know if you would prefer the survey to be sent out nationally, in selected states, or to just Texas districts.

Thanks.

Approved: Freda M Holley
Director, Office of Research and Evaluation

CC:rrf
Enclosures

80.40 COVER LETTER AND SURVEY SENT TO: Attachment BB-4

Dr. B. J. Stamps
Amarillo Independent School District
910 West 8th Street
Amarillo, Texas 79101

Mr. Allison L. Koonce
Abilene Independent School District
Box 981
Abilene, Texas 79604

Mr. Eloy Chapa
Southwest Independent School District
Route 9, Box 205AF
San Antonio, Texas 78227

Mr. Harvey Stein
Southside Independent School District
1610 Martinez-Losoya Road
San Antonio, Texas 78221

Mr. J. Gilberto Quezada
South San Antonio Independent Sch. Dist.
2515 Sioux Street
San Antonio, Texas 78242

Dr. Lucille L. Santos
San Antonio Independent Sch. Dist.
141 Lavaca Street
San Antonio, Texas 78210

Mr. Eduardo Villarreal
Northside Independent Sch. Dist.
5900 Evers Road
San Antonio, Texas 78238

Ms. Amy A. Perkins
Harlandale Independent School Dist.
101 Genevieve Street
San Antonio, Texas 78285

Mr. Paul Tondre
Edgewood Independent Sch. District
5358 West Commerce Street
San Antonio, Texas 78237

Mr. Jose L. Talamantez
Crystal City Independent Sch. District
817 East Crockett Street
Crystal City, Texas 78839

Mr. Roy C. Chambliss
Ysleta Independent School District
8445 Valdespino
El Paso, Texas 79907

Mr. Warner Sims
Lubbock Independent School District
1628 19th Street
Lubbock, Texas 79401

Mr. Ed McCreary
Hereford Independent School District
P. O. Box 1698
Hereford, Texas 79045

Mr. Ruben Valdez
San Felipe-Del Rio CISD
P. O. Box 1229
Del Rio, Texas 78840

Mr. Frank Mejia
Waco Independent School District
1601 Dripping Springs Road
Waco, Texas 76704

Mr. H. B. Bell
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

Ms. Dorothy Pace
Houston Independent School District
3202 Weslayan
Houston, Texas 77027

Mr. Antonio Perez
Corpus Christi Inde. School District
P. O. Drawer 110
Corpus Christi, Texas 78403

Mr. A. N. Rico
Weslaco Independent School District
P. O. Box 266
Weslaco, Texas 78596

Mr. Arturo Garza
Rio Grande City CISD
Fort Ringgold
Rio Grande City, Texas 78582

Mr. Ramon Billesgas, Jr.
Pharr-San Juan-Alamo Ind. School District
Drawer Y
Pharr, Texas 78577

Mr. Refugio Alejos
Mission CISD
1116 Conway Street
Mission, Texas 78572

Mr. Antonio Salazar
McAllen Independent School District
2000 North 23rd.
McAllen, Texas 78501

Ms. Gracie Ramirez
Laredo Independent School District
1618 Houston Street
Laredo, Texas 78040

Mr. K. Douglas Stone
Harlingen CISD
1409 E. Harrison Street
Harlingen, Texas 78550

Mr. Donald G. Strong
Edinburg CISD
Drawer 990
Edinburg, Texas 78539

Mr. A. X. Benavides
Brownsville Independent School District
1102 East Madison Street
Brownsville, Texas 78520

BEST COPY AVAILABLE

Attachment BB-5

March 6, 1981

Mr. Jesse Soriano
Director, Migrant Education Program
State Department of Education
P. O. Box 30008
Lansing, Michigan 48909

Dear Mr. Soriano:

Our school district is very interested in learning more about other school districts' experiences with the MSRTS so we can better evaluate our own system. We plan to survey a sample of other districts with migrant programs in Texas, California, Michigan, Florida, and Washington state. Enclosed is a copy of the survey and the cover letter we will send.

We would appreciate your sending us the names, addresses, and contact persons of the school districts in your state with the 25 largest migrant programs. We will be happy to make the results of our survey available to you when they are obtained.

Thank you for your help and cooperation. If you have any questions or need further information about this, please contact Catherine Christner, the Title I Migrant Evaluator in our office.

Sincerely,

Freda M. Holley, Ph.D.
Director, Office of Research and Evaluation

FMH:CC:rrf
Enclosures

80.40

Attachment BB-6

SPI Superintendent of Public Instruction
DR. FRANK B. BROUILLET · OLD CAPITOL BLDG., OLYMPIA, WASH. 98504

March 16, 1981

RECEIVED
MAR 18 1981
RESEARCH & EVALUATION

Dr. Freda M. Holley, Ph.D., Director
Office of Research and Evaluation
Austin Independent School District
6100 Guadalupe
Austin, Texas 78752

Dear Dr. Holley:

I received your request dated March 6, 1981 for information on the largest school districts participating in the Washington State Migrant Education Program. It is my understanding from your letter that you intend to survey these districts to determine various aspects of the MSRTS operation as they relate to your district.

Since it is your intent to assess the effectiveness of the MSRTS as it relates to the Austin School District children, it appears to me that you should send me the names of the school districts in which your migrant children are enrolled in the State of Washington. I am suggesting this process since it is highly unlikely that having the names of the 25 largest-funded districts in our state would guarantee you information on the majority of Austin children attending schools in Washington State.

I recommend that you contact your state office requesting that they contact Mr. Joe Miller, Director of the national MSRTS, who can identify for you the names of the districts impacted by Austin migrant children in Washington and other states. Working closely with your own and other state migrant education offices will assure you access to all the information you require and success of the study.

I want to commend you for your efforts in trying to gain more knowledge about use of the MSRTS information by receiving states. I share your enthusiasm in wanting to improve the System and will be glad to provide you any information which I feel is relevant to your study.

Sincerely,

DIVISION OF GRANTS
AND EQUITY PROGRAMS

Raúl de la Rosa, Administrator
Title I/Title I Migrant Programs
Grants Management Section

cc: Vidal Rivera
Joe Miller
Frank Contreras

March 23, 1981

Mr. Raul de la Rosa, Administrator
Title I/Title I Migrant Programs
Grants Management Section
Old Capitol Building - Room 310
Olympia, Washington 98504

Dear Mr. de la Rosa:

Thank you for your letter. Evidently I did not communicate to you very well in my original letter what we wanted. Our district is just interested in learning more about other school districts' (with large Migrant programs) experiences with the MSRTS. Whether these districts also serve some of our children or not is of no concern. We're only interested in similarities/differences of experiences with the system.

Therefore, for the purposes of the survey, all we would like are the names, addresses, and contact persons of the school districts in your state with the 25 largest migrant programs. Our state migrant education office has been supportive in thiseeffort in supplying this information for Texas.

Thank you again for your interest.

Sincerely,

Freda M. Holley
Director

FMH:CC:rrf

80.40

Attachment BB-8

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32301

H D. TURLINGTON
COMMISSIONER

Cecil G. Carlton, Jr., Chief
Bureau of Compensatory Education
Division of Public Schools

March 18, 1981

RECEIVED
MAR 23 1981
RESEARCH & EVALUATION

Dr. Freda M. Holley, Director
Office of Research and Evaluation
Austin Independent School District
6100 Guadalupe
Austin, Texas 78752

Dear Dr. Holley:

The Florida Legislature has very strict statutes regarding collection of information from school districts.

In general the rules are:

1. do not ask for it, if it is already being collected.
2. ask only for information that is required by Federal or State law, statute or policy.
3. if information can be shown to be necessary for program administration, it may be collected.
4. a data form must have approval of the Division of Public Schools Management Information Section and an official number before being sent to a school district.

Since Florida has just completed an audit of the Migrant Student Record Transfer System (MSRTS) activity and the process for obtaining permission to gather information is so complicated, it has been determined that it would not be appropriate to consider this survey.

Maybe in the future there will be an occasion that we can be of assistance in improving the Migrant Program.

Sincerely,

Jack Waters, Administrator
Migrant Education Program

JW:psp

cc: Dr. Cecil G. Carlton, Jr.
Dr. James A. Scruggs
Ms. Gay McWilliams

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Attachment BB-9

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

March 18, 1981

Mr. Leo Darvey
Regional Coordinator, MSRTS
Department of Education
Arch Ford Education Building
MSRTS
Little Rock, Arkansas 72201

Dear Mr. Darvey:

I enjoyed talking with you about our MSRTS survey. Enclosed is a copy of the survey. We'll send you the results when they are available.

Sincerely,

Catherine A Christner

Catherine A. Christner, Ph.D.
Evaluator
Title I Migrant

CAC:rrf
Enclosure

Approved: Freda Holley
Director, Office of Research and Evaluation

6100 GUADALUPE, AUSTIN, TEXAS 78752 512 / 458-1227

80.40 Attachment BB-10

State of Arkansas
DEPARTMENT OF EDUCATION
DIVISION OF FEDERAL PROGRAMS
ARCH FORD EDUCATION BUILDING LITTLE ROCK, ARKANSAS 72201

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DON R. ROBERTS
Director

March 17, 1981

Dr. Catherine Christner
Austin Independent School District
6100 Guadalupe Street
P. O. Box 79
Austin, Texas 78752

Dear Dr. Christner:

Enclosed under separate covers are pamphlets, brochures and skills booklets relative to the Migrant Student Record Transfer System.

I sincerely hope this packet will assist you in your evaluative research of the Migrant Education Program.

Sincerely,

Neal Darby Jr.

Neal Darby, Jr., Regional
Coordinator
Migrant Student Record
Transfer System

jw

cc: Mr. Winford "Joe" Miller
Mr. Maxwell Dyer
Mr. James E. Wilson
Mr. Nolan McMurray

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Dr. Freda M. Holley